

Building Strong Families Through Innovation

Building Leadership Traits and Competencies for Yourself and Others

Presenter: Patti Dalrymple, District Manager for Region 2 North
Division of Child Support, Washington State

Tamara L. Thomas, Human Resources Director Stanislaus
County Chief Executive Office, California





Agenda

- Leadership Postcard Activity
- Nine Helpful Tips for Leadership Development
- Leadership Competencies
- Succession Planning
- Workforce Planning Packet/Competency Playbook
- How Do We Bring Others Along?
- Peer to Peer Coaching
- Revisit the Leadership Postcards



Nine Tips for Leadership



Integrity



Nine Tips for Leadership



Actions



Nine Tips for Leadership



Persuasion



Nine Tips for Leadership



Value Others



Nine Tips for Leadership



Discretion



Nine Tips for Leadership



Own Your Work



Nine Tips for Leadership



Clear Goals



Nine Tips for Leadership



Knowledge



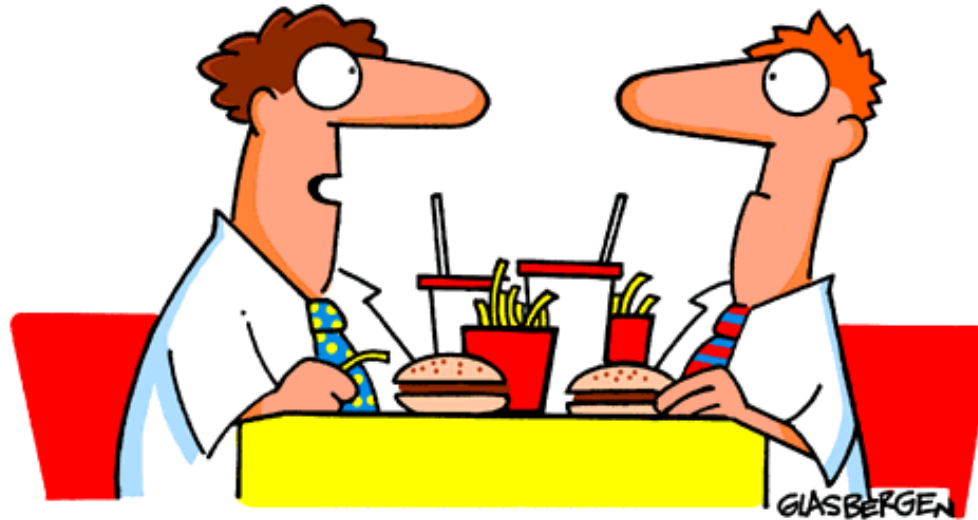
Nine Tips for Leadership



Hold your thoughts...we will get
back to you on Tip# 9!!

Value

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"I always keep my mouth shut during meetings and don't contribute anything. That's how I won *Most Valuable Employee*."



Define Competency



Group Discussion:

**How would you define
Leadership Competency?**



Core Competencies



Core Competencies

- Are the characteristics of an employee that results in effective performance on the job.
- It is the “how well” of job performance.
- Stanislaus County has identified 11 leadership and business core competencies.



Core Competencies



- Each of the leadership and business core competencies was defined for upper level manager, middle manager and first line supervisors.
- Progression of increasing responsibility of knowledge and skills as you move to the next level.
- In Stanislaus County these competencies have been added to job specifications on line and in recruitment flyers.

Workforce Planning Mini-Manual

- Resource document with business and leadership core competencies defined
- Workforce Planning sample forms and process templates.



Stanislaus County Workforce Planning



Fostering knowledge transfer



Leadership Competencies



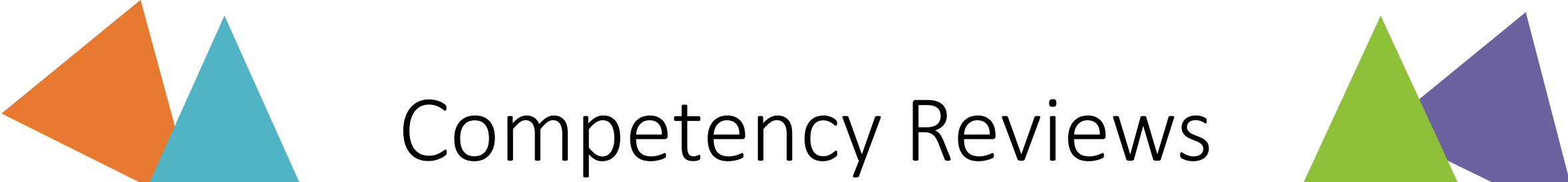
The Stanislaus County general categories of essential leadership and business core competencies include:

1. Building Effective Teams
2. Communication
3. Conflict Management
4. Customer Orientation
5. Effective Decision Making
6. Employee Performance Development & Coaching
7. Ethics & Integrity
8. Financial & Resource Management
9. Managing Vision & Purpose
10. Organizational Performance Management
11. Strategic Management & Planning



Competency Reviews

CORE COMPETENCY	UPPER MANAGER	MIDDLE MANAGER	FIRST LINE SUPERVISORS
Building Effective Teams	- Fosters an environment that encourages teamwork, s. - Encourages both teams and individuals to use resources and authority to make and execute decisions. Removes obstacles and barriers to team and individual authority. Holds individual team members accountable for contributing to team performance. - Understands team dynamics; how to motivate team members and the appropriate assignments for teams. Capitalizes on the strengths of individual team members and maximizes these strengths to create a balanced and well-rounded team. - Assists team members and individuals to look for opportunities for improvement and lessons learned when decisions do not produce anticipated results.	- Creates an environment that encourages teamwork and. - Assists team with making and executing decisions and holds individual team members accountable for contributing to team performance. - Facilitates effective team dynamics by making individual team assignments that capitalize on the individual strengths and styles of each team member. - Recognizes team accomplishments. - Is adept at assembling talented staff by hiring best people from inside and outside the County.	- Supports an environment that encourages teamwork and. - Assists team with making and executing decisions and holds individual team members accountable for contributing to team performance. - Recognizes and draws upon the individual differences and talents of team members. - Recognizes team accomplishments. - Is adept at assembling talented staff by hiring best people from inside and outside the County.



Competency Reviews

CORE COMPETENCY	UPPER MANAGER	MIDDLE MANAGER	FIRST LINE SUPERVISORS
Communication	- Communicates complex information in a well thought-out, concise and easy to understand manner. Is comfortable communicating both orally and in writing in a variety of settings and styles that are tailored to the audience being addressed. - Communicates with others in an honest, direct and professional manner.	- Provides well thought-out, concise and timely oral and written information in a variety of settings and styles that are tailored to the audience being addressed. - Communicates with others in an honest, direct and professional manner.	- Communicates orally and in writing in clear, succinct and understandable ways. - Adjusts style to fit the audience. - Communicates with others in an honest, direct and professional manner.
Communication (cont)	- Relates well to others, builds rapport and effective relationships, and is adept at using diplomacy to diffuse high-tension situations. - Demonstrates active listening by asking clarifying questions and accurately restating the opinions of others. - Identifies and shares relevant information that is important to others. - Solicits feedback from others and gives and receives feedback objectively. - Has a positive sense of humor and uses humor to ease <u>tension</u>.	- Promotes and sustains effective relationships with others. - Demonstrates active listening by asking clarifying questions and accurately restating the opinions of others. - Shares relevant information with others. - Solicits feedback from others and gives and receives feedback objectively. - Has a positive sense of humor and uses humor to ease <u>tension</u>.	- Builds effective relationships with others. - Demonstrates active listening by asking clarifying questions and accurately restating the opinions of others. - Passes information on to customers and staff, as appropriate. - Gives and receives feedback objectively. - Has a positive sense of humor and uses humor to ease <u>tension</u>.



Competency Reviews



CORE COMPETENCY	UPPER MANAGER	MIDDLE MANAGER	FIRST LINE SUPERVISORS
Conflict Management	- Effectively resolves conflicts, including the ability to act as a neutral third-party in the resolution of disputes through use of effective mediation and negotiation principles to reach fair and equitable agreements. - Able to objectively analyze issues without regard for personal ownership of ideas or personal bias. - Solves difficult problems using thorough analysis of many sources to find answers.	- Resolves conflicts using effective mediation techniques. - Encourages expression of different points of view and negotiates to find common ground. - Able to objectively analyze issues without regard for personal ownership of ideas or personal bias.	- Addresses and mediates conflict. - Encourages expression of different points of view and negotiates to find common ground. - Able to objectively analyze issues without regard for personal ownership of ideas or personal bias.



Competency Reviews



CORE COMPETENCY	UPPER MANAGER	MIDDLE MANAGER	FIRST LINE SUPERVISORS
Customer Orientation	Develops plans to address customer feedback, improve customer satisfaction and maintain effective relationships with customers.	Administers plans to address customer feedback, improve customer satisfaction and maintain effective relationships with customers.	Gives employees the freedom and authority to meet customer expectations in a timely manner within established guidelines.



Competency Reviews



CORE COMPETENCY	UPPER MANAGER	MIDDLE MANAGER	FIRST LINE SUPERVISORS
Customer Orientation (cont)	- Fosters an environment at all levels of the organization that is focused on customer needs. Establishes and communicates customer service standards to staff. - Models a strong commitment to quality, cost-effective internal and external customer service. - Implements a process for seeking ongoing customer feedback.	- Communicates customer expectations and service standards to staff. - Establishes guidelines for serving customers and responding to customer expectations. - Promotes and sustains a strong commitment to customer service and implements improvements to meet customer expectations. - Seeks ongoing customer feedback and communicates results to staff.	- Ensures staff meets customer service standards. - Provides timely service to customers. - Promotes and sustains a strong commitment to customer service and implements improvements to meet customer expectations. - Genuinely listens to and considers customers' concerns and complaints.
Effective Decision Making	- Makes timely decisions that demonstrate a broad and creative range of options and a view toward long-term solutions. - Gathers appropriate level of data and conducts thorough analysis to make sound decisions. - Supports and rewards effective decisions made by middle managers. - Encourages new and creative alternatives. - Is valued by others for advice and solutions.	- Makes timely decisions that demonstrate a broad and creative range of options. - Recommends best course of action based on thorough analysis of options and appropriate criteria or guidelines. - Supports and rewards effective decisions made by first line supervisors. - Promotes new and creative alternatives.	- Makes timely decisions based on the best information available. - Considers alternatives and selects among ones that are most effective. - Supports effective decisions made by employees. - Is open to new and creative alternatives.



Competency Reviews



CORE COMPETENCY	UPPER MANAGER	MIDDLE MANAGER	FIRST LINE SUPERVISORS
Employee Performance Development & Coaching	- Establishes succession management program and employee development standards for staff. - Creates an environment where people can stretch and grow by performing increasingly difficult assignments. - Sets clear direction for staff and assigns appropriate workload. Maintains open dialogue with staff and is available to coach staff as needed.	- Promotes employee development through work assignments, training opportunities and coaching feedback sessions. - Sets clear direction for staff and assigns appropriate workload. Is available to coach staff as needed. Maintains open dialogue with staff.	- Supports employee development through work assignments, training opportunities and coaching feedback sessions. - Assigns appropriate workload to staff. Maintains open dialogue with staff.



Competency Reviews



CORE COMPETENCY	UPPER MANAGER	MIDDLE MANAGER	FIRST LINE SUPERVISORS
Employee Performance Development & Coaching (cont)	- Delegates both large projects and important tasks to staff. Allows staff to work independently to complete own work and shares the responsibility and accountability for successful completion of tasks. - Provides coaching direction to middle managers on assessing each person's career goals, supporting development of individual goals and encouraging the pursuit of new learning opportunities through training. - Establishes employee performance standards and provides direct and actionable feedback to staff. - Responds to personnel problems quickly and directly. Establishes and upholds standards for progressive discipline. Responds to all formal disciplinary matters with consistency and objectivity. - Recognizes and supports employee readiness for new assignments and provides opportunities for growth. - Demonstrates the ability to foster and actively utilize multicultural skills, knowledge and experience to improve the work environment and better serve customers.	- Delegates both important and routine tasks to staff. Allows staff to work independently to complete own work and shares the responsibility and accountability for successful completion of tasks. - Is aware of each person's career goals, supports development of individual goals and encourages the pursuit of new learning opportunities through training. - Implements employee performance standards and provides direct and actionable feedback to staff. - Responds to personnel problems in a timely manner. Implements and upholds standards for progressive discipline. Mentors first line supervisors on appropriate progressive disciplinary measures. - Assesses employee readiness for new assignments and recommends opportunities for growth. - Utilizes multicultural skills, knowledge and experience to improve the work environment and better serve customers.	- Delegates both important and routine tasks to staff. Allows staff to work independently to complete own work and shares the responsibility and accountability for successful completion of tasks. - Supports development of individual goals and encourages new learning opportunities. - Monitors employee performance standards and provides direct and actionable feedback to staff. - Manages employee performance through progressive discipline measures. Identifies personnel performance and behavioral problems and works with middle manager to address and resolve them. - Delegate tasks to staff to provide new learning opportunities.



Competency Reviews



CORE COMPETENCY	UPPER MANAGER	MIDDLE MANAGER	FIRST LINE SUPERVISORS
Ethics & Integrity	- Consistently models the organizational values (Six Pillars of Character) and leaves no doubt about his/her ethics and values. - Sets ethical standards and holds staff accountable for meeting the standards.	- Consistently models the organizational values (Six Pillars of Character) and leaves no doubt about his/her ethics and values. - Communicates ethical standards and holds staff accountable for meeting the standards.	- Consistently models the organizational values (Six Pillars of Character) and leaves no doubt about his/her ethics and values. - Communicates ethical standards.
Ethics & Integrity (cont)	- Is both fair and straightforward when interacting with others. - Requires timely investigation of ethical complaints and appropriate corrective actions. - Establishes expectation for frequent discussions about ethics in staff meetings that involve ethical judgments and decision-making.	- Makes fair decisions based on facts and sound values. - Is open and honest when interacting with others. - Investigates ethical complaints and implements appropriate corrective actions in a timely manner. - Initiates frequent discussions about ethics in staff meetings that involve ethical judgments and decision-making.	- Makes fair decisions based on facts and sound values. - Is open and honest when interacting with others. - Keeps confidences and maintains confidentiality of information. - Participates in frequent discussions and ethical decision-making.



Competency Reviews



CORE COMPETENCY	UPPER MANAGER	MIDDLE MANAGER	FIRST LINE SUPERVISORS
Financial and Resource Management	- Promotes fiscal responsibility acting as a trustee of County resources and ensuring that they are used appropriately in accordance with policies or requirements. - Is dedicated to continually improving the fiscal performance of the department and requires fiscal responsibility and accountability of staff as good stewards of public resources. - Oversees and allocates program resources in the most cost-effective manner. - Demonstrates a thorough understanding of budget allocations and expenditures. - Holds staff accountable for monitoring existing resources and expenditures, adhering to authorized spending plan and making necessary adjustments. - Requires a sound business case for future spending decisions and monitors performance outcomes. - Pursues and leverages available resources to generate and protect funding that supports County programs.	- Promotes fiscal responsibility by making timely decisions on how staff resources and dollars are committed. - Identifies and recommends improvements to fiscal performance. - Administers program resources in the most cost-effective manner. - Assists in the development of the budget and understands budget allocations and expenditures. - Manages resources and expenditures, ensures spending is within allocated budget, and makes any necessary adjustments. - Develops a sound business case for future spending decisions and reports performance outcomes. - Maximizes all available resources to support County programs.	- Adheres to fiscal policies on how staff resources and dollars are committed. - Utilizes program resources in the most cost-effective manner. - Understands program specific budget allocations as appropriate.



Competency Reviews



CORE COMPETENCY	UPPER MANAGER	MIDDLE MANAGER	FIRST LINE SUPERVISORS
Managing Vision & Purpose	• Articulates the County's and department's vision for the future and uses it to drive daily decisions, strategies and actions. • Strives to develop organizational strengths to further vision. • Guides others to share the vision and stay focused. • Copes effectively with change and is comfortable handling risk and uncertainty. • Demonstrates ability to act without having total picture.	• Communicates the County's and department's vision for the future and uses it to drive daily decisions, strategies and actions. • Promotes employee understanding about program strengths that further the County's and department's vision. • Copes effectively with change and handles risk and uncertainty without regard for personal ownership of ideas or personal bias. • Demonstrates ability to act without having total picture.	• Communicates the County's and department's vision in appropriate ways. • Educates employees about program strengths that further the County's and department's vision. • Copes effectively with change.



Competency Reviews



CORE COMPETENCY	UPPER MANAGER	MIDDLE MANAGER	FIRST LINE SUPERVISORS
Organizational Performance Management	- Provides leadership to staff to consistently take actions to improve the work process so that quality, service and efficiency improve. Guides staff in understanding how to use time effectively on most important priorities. - Establishes and communicates goals and performance standards through a dialogue that ensures understanding and commitment. - Encourages and supports innovation. - Stays abreast of individual/team performance and achievements, providing feedback and confronting substandard performance as required. Evaluates performance against pre-established expectations. - Monitors and promotes the achievement of expected performance outcomes. Inspires people to do their best.	- Identifies and takes action to improve work processes. Guides staff in setting priorities. - Communicates goals and performance standards through a dialogue that ensures understanding and commitment. - Encourages and supports innovation. - Strengthens employees' confidence in their abilities, while holding them accountable for results. Provides honest, helpful feedback. - Evaluates performance against pre-established expectations for priorities, deadlines and quality.	- Clearly states expectations for what is to be done, why, and with what concerns for priorities, deadlines and quality. - Encourages and supports innovation. - Strengthens employees' confidence in their abilities, while holding them accountable for results. Provides honest, helpful feedback. - Assesses performance against objective standards.
Organizational Performance Management (cont)	Educates staff about current and future trends in areas of responsibility and ensures staff has functional and technical skills necessary to support high performance.	Communicates current and future trends to staff. Ensures staff has functional and technical skills necessary to support high performance.	



Competency Reviews



CORE COMPETENCY	UPPER MANAGER	MIDDLE MANAGER	FIRST LINE SUPERVISORS
Strategic Management & Planning	- Promotes a long-term strategic planning process that identifies future organizational priorities and goals. - Develops goals and measurable outcomes that establish performance expectations for the future direction of the organization. - Guides the development of action plans to support the priorities and goals. - Defines for staff how the department's planning efforts fit into the Board of Supervisors' priorities and goals. - Conducts progress assessments to determine organizational progress in meeting priorities and goals and identifies mid-course adjustments to action plans. - Anticipates events and expectations and stays ahead of emerging issues and trends.	- Promotes goals and measurable outcomes that establish performance expectations for the future direction of the organization. - Participates in the development of the strategic plan and action plans. - Understands and communicates how the work unit's efforts fit in to the organization's goals. - Measures progress periodically. Plans for contingencies and adjusts and maintains plans as needed. - Anticipates future needs and works toward meeting them.	- Implements short-term actions. - Identifies goals, objectives, and strategies to support the departmental strategic plan and develops action plans. - Understands and communicates how the work unit's efforts fit in to the organization's goals. - Measures progress periodically and reports progress to middle managers. - Identifies future needs and communicates them to middle manager.



Professional Self-Development What You Can Do?

- Simon Sinek, Leaders Eat Last Video
- Lynda.com
- Leadership Forums
- Understand and Evaluate Organizational Roles
- Emotional Intelligence, Understanding Neuro-Science
- Build a Career Ladder
- Utilize Knowledge Transfer Opportunities
- Develop a Portfolio



Succession Planning



Group Discussion:

How would you define Succession Planning?



Why Develop Employees?

- Employee development is recognized as a strategic tool for growth and the ability to keep your best workers!
- Retention study surveyed people who left voluntarily and discovered that 90% mentioned a lack of career development from their managers.
- Training courses are not enough! Workers wanted their managers to help guide them.

Benefits

- Increases job satisfaction
- Increases morale
- Increases efficiencies
- Increases learning
- Increases innovation
- Reduces turnover
- Effective retention tool





Knowledge Transfer

- The Silver Tsunami
- The County has approximately 300 employees with more than 20 years of service. We have rehired 100 retirees in the last three years.
- What is your agency doing to foster, enhance and ensure that knowledge is being transferred?



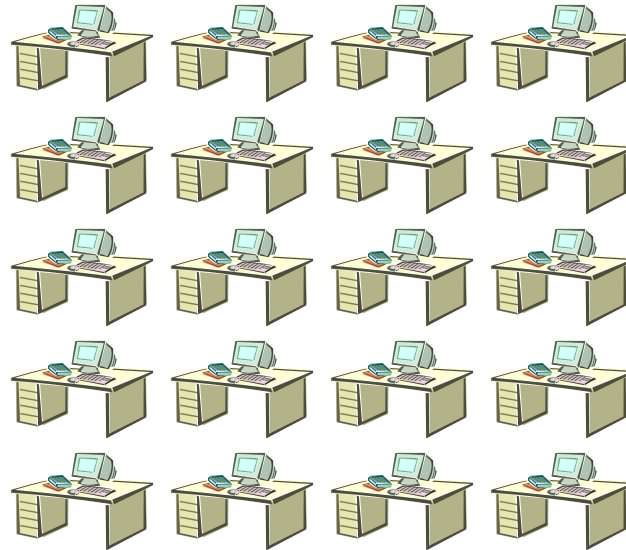
Industry	Median Age Rank	Median Age	% Workers Age 45+
Postal Service	1	52	72
Funeral homes, and cemeteries and crematories	1	52.0	66.1
Personal and household goods repair and maintenance	3	51.9	64.9
Other general government and support	4	51.4	70.7
Religious organizations	5	51.2	66.1
Bus Service and urban transit	6	50.6	64.0
Electric and gas, and other combinations	6	49.6	61.5
Labor Unions	8	50.6	64.0
Offices of other health practitioners	9	49.6	61.5

Source: U.S. Bureau of Labor Statistics, Current Population Survey (CPS). Smaller industries (35 total) with unpublished median ages are not shown. This article was printed from <http://www.governing.com/blogs/by-the-numbers/gov-aging-public-sector-has-some-of-oldest-workers-set-to-retire.html>

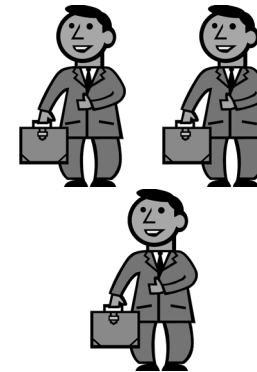


Vacancy Rates Increasing

- Starting in 2008, it was anticipated that there would be a 24% gap over 15 years between the number of available employees and the number of jobs.



20 positions



3 People to fill jobs



Knowledge Transfer



- Encourage retiring employees to mentor other employees before they leave
- Document important processes in your department
- Develop and archive those historical records so others can learn

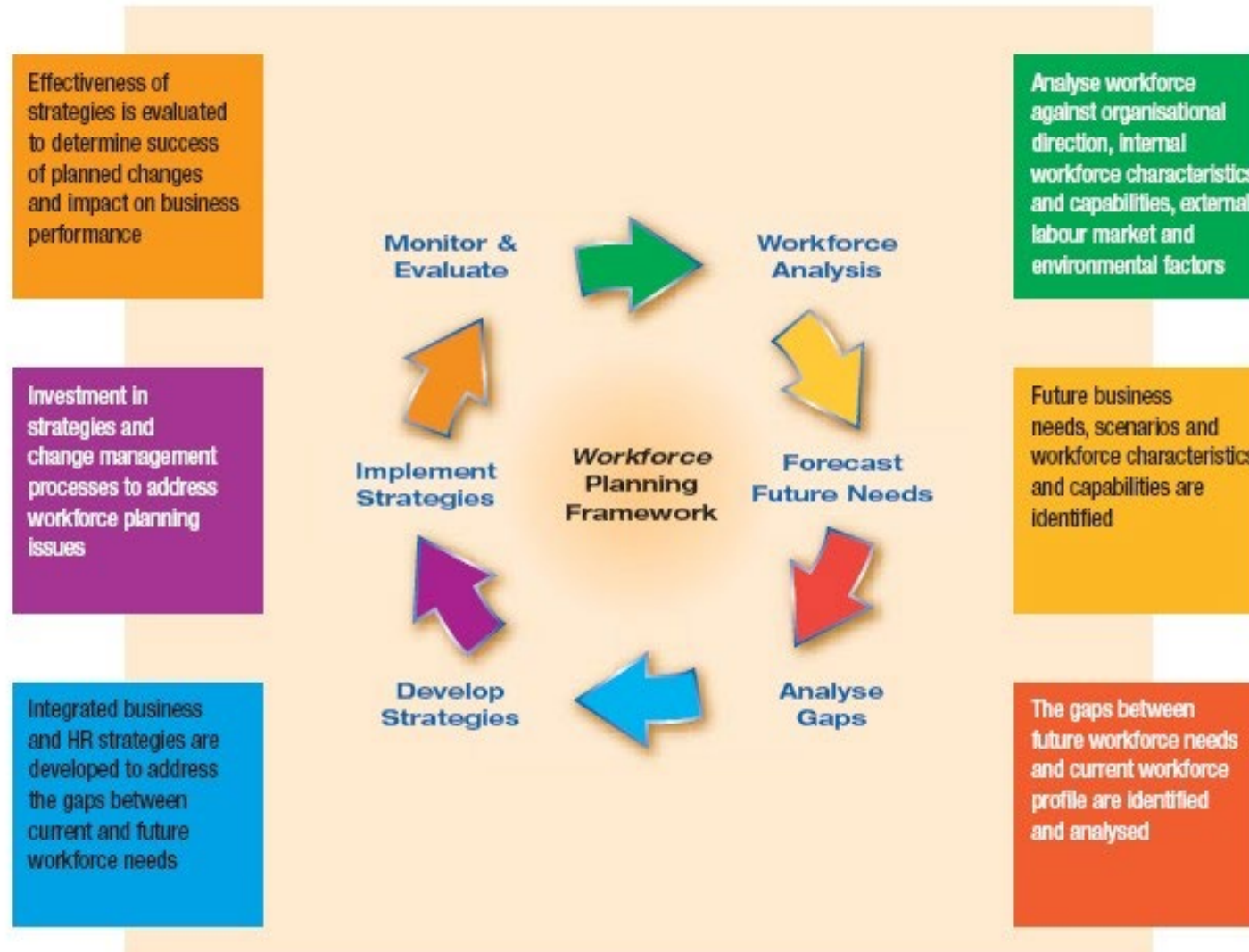


Workforce Planning



- Workforce Planning has the goal of having the right number of people, with the demonstrated competencies across the organization, in the right place at the right time.
- What talent do we need for the future? What talent is difficult to find? What talent do we need to demand?
- More than headcount. It's Strategy and Planning.
- Data Analytics. What is the talent supply? What is the demand?
- Planning for tomorrow today, and routinely embedded into the culture.

Workforce Planning





DEPARTMENTAL SPECIFIC PROCESS

Name:

Department:

Job Title:

Date Prepared:

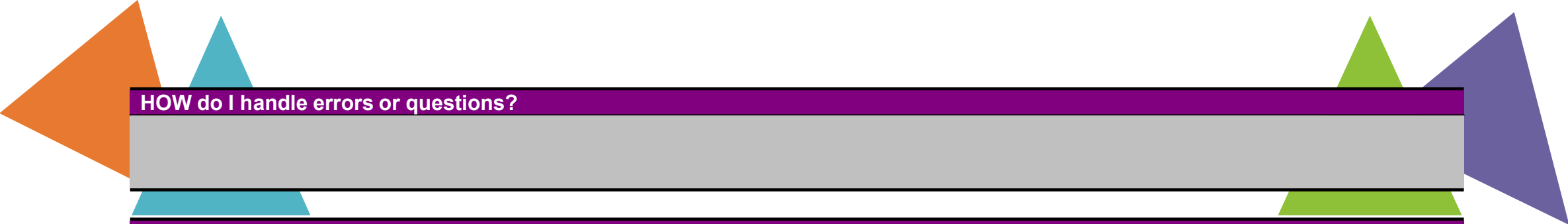
WHAT is the process?

WHAT departments are involved in this process?

WHEN is this process used?

WHY is this process done?

HOW is the process completed?



HOW do I handle errors or questions?

WHO do I contact for questions or concerns?

NAME OF REPORT	WHEN DO I RUN THE REPORT?	WHO RECEIVES THE REPORT?



Retention



- Employee development is recognized as a strategic tool for growth and the ability to keep your best workers!
- Retention study surveyed people who left voluntarily and discovered that 90% mentioned a lack of career development from their managers.
- Training courses are not enough! Workers wanted their managers to help guide them.



Workforce Planning



Step One—Identify Key Positions for Succession

- Department Heads
- Assistant Department Heads
- Deputy Executive Officer, Manager series (I-IV) and
- First line supervisors

Workforce Planning is related to key positions and is not intended for every position.

Step Two—Identify Competencies Needed

- What skills differentiate each level of advancement
- Add specific goals related to knowledge gaps of competencies



Employee Engaged



Step Three—Employees Begin Development with Assistance of Key Manager

- Employee self-identifies as wanting to participate.
- Employee creates a custom Individualized Learning Plan
- Assess their personal learning needs and goals.
- Does not guarantee promotion/is not pre-selection.
- Developing the skills to be a marketable candidate in the event of a vacancy
 - An example of development responsibilities are as follows: Department Heads develop Assistant Department Heads, who in turn develop Program Managers, who in turn develop first line supervisors.



Developmental Plan



Step Four—Employees Assess Development with Assistance of Key Manager

- Meet with employees during and after developmental activities to assess progress
- Create additional goals and learning plans as appropriate
- Offering positive and constructive feedback is paramount as they work toward their stretch goals
- Begins informal mentoring
- Included in formal mentoring
- See Workforce Planning Forms pg. 15-20



What if it Doesn't Work

What if your efforts and planning doesn't result in Job Selection, how do you recover?

- Preselection or Expectation of Promotion is Never a Guarantee
- This Work is About Continuous Improvement and Development
- Don't Punish People Around You When Disappointed
- Keep up Good Communication and Good Behavior
- Focus on the Bigger Picture of your Career Development Going Forward
- What is Relevant Today, May Not be Relevant Tomorrow so Be Adaptable
- Keep Setting Goals and Moving Forward

Competency



- Employee development comes from managers and supervisors who take the time to develop their employees.
- The most skilled managers and supervisors uncover and help nurture an employee's potential.
- Don't leave employees to wither with no watering or weeding.



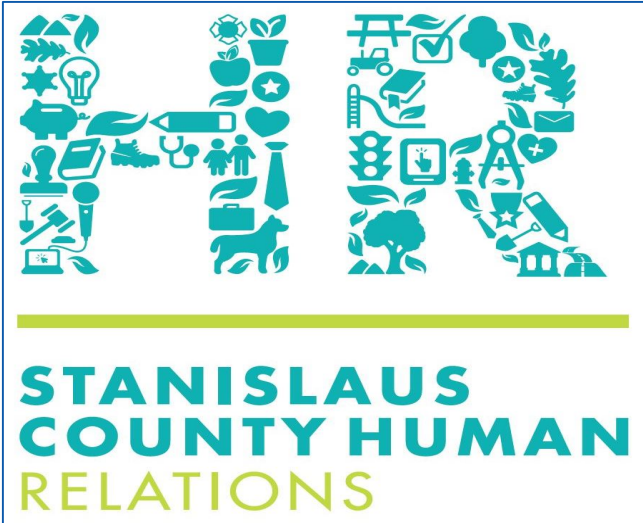
Types of Development



- Internal Development
 - Take on new assignments or projects
 - One on one coaching to increase skills
 - Self-study options such as books, journals
 - Computer based programs
 - In-house training
- External Development
 - Take courses at colleges
 - Participate in seminars or conferences



Investment



Stanislaus County Human Relations 6-Year Strategic Plan, 2018-2024

HR Trends & Challenges
Strategic Approach: Meeting the Challenge

“If we say it is important for employers in our community to retain our best local talent, then we need to lead from the front on this subject through a focused investment in recruitment and retention.”

~Vito Chiesa, District 2 Supervisor



Peer to Peer Coaching



COLLECTING
APPLICATION UNTIL
OCTOBER 19TH

**PEER COACHING
PROGRAM**

FOR MORE INFORMATION, VISIT
WWW.STANCOUNTY.COM/PEERCOACHING

Peer to Peer Coaching

STANISLAUS COUNTY EMPLOYEE PEER-COACHING PROGRAM APPLICATION

Coaching is a special partnership between two people based on commitment to the coaching process, common goals/expectations of the partnership, mutual trust, and respect. Coaching is both a "Get and Give" experience with the goal of providing a rich and rewarding experience for both partners. We ask you to share your information so the program managers can match you in a coaching relationship. Both you and your recommended Protégé will have the opportunity to agree to the pairing before you are assigned to work together.

Please submit your application to Arielle Arias by scanning your application to AriasA@stancounty.com or by mailing a hardcopy to 1010 10th St. Ste. 6800 Modesto CA, 95354 no later than **March 1, 2018**. If you have any questions, please call 209.525.4474.

Name: _____

Working Title: _____

Work Phone Number: _____

I am interested in being a: ☐ Coach ☐ Protégé

Note: Individuals are encouraged to be both a Coach and a Protégé. Given the need for coaches, those Protégés who are also willing to serve as coaches.

List the series of positions/ classifications you have held and the length of time i

Classification: _____

Department: _____

Email address: _____

2018 PEER COACHING PROGRAM

COLLECTING
APPLICATIONS UNTIL
OCTOBER 19TH!

FOR MORE INFORMATION GO TO
WWW.STANCOUNTY.COM/PEERCOACHING
THOSE WHO APPLY TO BE BOTH A
COACH AND MENTEE
WILL GET FIRST CONSIDERATION.

COACHING AGREEMENT

Coaching is both a "Get and Give" experience with the goal of providing a rich and re-warding experience for both partners. Both partners must be respectful of each other's time and commitments. We have created the following form to assist you in developing a schedule for your meetings. Please print information & sign below. **Each partner is to keep a copy and one is to be turned in to the Program Manager.**

Norma Rodriguez, Chief Executive Manager:

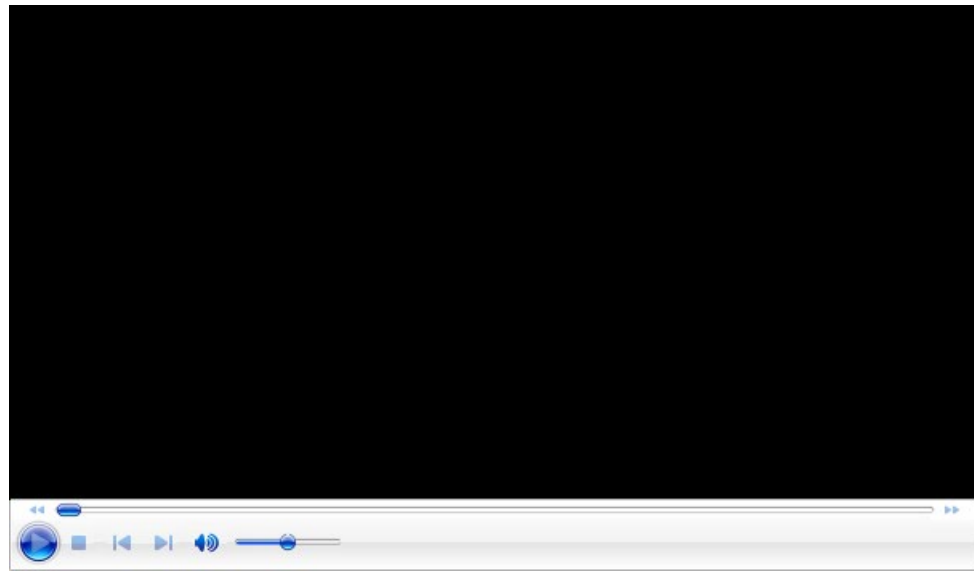
Each: _____

Protégé: _____

Time: (i.e. 10am, 2:30pm, etc.) _____

Meeting day: _____

Meetings: (every other week or once a month) _____





Let's Revisit Your Postcards

- Look at the names on your postcard of who you wrote down.
- Do these people demonstrate the characteristics we talked about and are they serving you well?
 - If “Yes”, Good for you! Keep surrounding yourself with the right people!
 - If ‘No”, What changes need to be made? Who should I be surrounding myself with?

CONTACT INFO:

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DISTRICT MANAGER/ REGION 2 NORTH
WASHINGTON STATE
DALRYP@DSHS.WA.GOV
425-438-4949*

*Reminder: Don't Forget to Fill out your Evaluations!!
Thank you everyone!!*