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Evaluating the Elected Officials' Transition & Training Plan Impacting Monterey County Productivity

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Productivity**

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Abstract

A formal transition and training plan is important for elected officials serving in public office. This research paper focuses on evaluating the impact of a formal transition and training plan for the County of Monterey Board of Supervisors. Supervisors are elected to office and do not receive training, plus there is no set standard for transitioning materials or information from the previous Supervisor. Academic literature will be used to show how transition plans and training are critical for the continuation of public services through the work of a County Supervisor when an incoming Supervisor enters public office. The research will use a mixed-methods research (MMR) approach to collect up to ten qualitative units from 1:1 interviews with subject matter experts and approximately 50 quantitative data units from key stakeholder survey results, which will be analyzed to accept or reject the hypothesis. Based on this study's findings, it can improve collaboration between incoming and outgoing Supervisors, may better prepare the incoming Supervisor, and improve transparency of supervisorial district offices.

Keywords: Training, training plan, transition plan, government transparency, public services, County Supervisor, Board of Supervisors, local government, county government

Chapter 1: Introduction

Background

Government agencies impact everyone's life in many ways. From maintaining roads, providing medical services, operating special events, and more, government services are critical to daily lives. In the democratic society in the United States of America, people who register to vote can elect politicians to make policy decisions on behalf of their residents. During election time, the general public tends to focus on who to vote for President of the United States or perhaps a federal Senator, and yet, there are many more elected roles that make decisions in a more localized manner. The elected representatives on the local level have a more focused and more direct impact on the residents they represent. These local politicians play a crucial role in ensuring communities' well-being and functionality by addressing their local constituents' unique needs and priorities. The people elected to serve in these crucial roles can be more effective for the community when there is more support and preparation for those entering public office.

The County of Monterey, as a government organization, is governed by the Board of Supervisors. The Board of Supervisors is made up of five elected members, each representing a geographical district with about 125,000 residents. During election season, there is always a chance the incumbent supervisor chooses not to run for reelection, or they are voted out of office. Either way, a new supervisor is elected and takes over the district office.

In the County of Monterey, the Board of Supervisors and their staff do not receive training when entering public office. The onboarding process is insufficient, and there are very few set standards that all Board of Supervisors offices adhere to or can even look to. The overall problem is that there is a lack of standards in training and on-boarding for the Board of

Supervisors and their staff. Plus, there is an added layer of complexity when an incumbent supervisor loses their reelection, and a new member comes into office. When a new member transitions into office, there is no set standard for how to turn over the district office. This is problematic in situations where there is animosity between the incumbent and the newly elected supervisor. There is a need for transition planning between administrations to ensure continuity of public services for the residents. The creation of standard operating procedures that every supervisor's office can follow may greatly benefit the operations and day-to-day tasks for each office. The establishment of a training manual may streamline work for newly elected officials and their staff. And finally, the process of turning over an office when transitioning from one administration to the newly elected administration is critical for historical knowledge and existing projects.

It is important to research examples of local government organizations that have implemented a formal transition and training plan. Additionally, it is important to collect data from former and current supervisors in the County of Monterey to learn how effective it would be to implement a formal transition and training plan. Finally, it is important to understand similar jurisdictions that may be like the County of Monterey when they do not have formal training and transition plans.

Statement of the Problem

The problem is that there is no transition plan for when elected supervisors turn over the position to the newly elected supervisor. The process of turning over an office when transitioning from the outgoing administration to incoming administration is critical for historical knowledge and existing projects. The lack of a process means there is zero consistency and no best practices.

This leads to a potential risk of losing important materials, inability to continue work on existing projects, and does not set up the new supervisor for success.

Problem 1 (P1) – The Monterey County Board of Supervisors does not have a transition plan in place.

Problem 2 (P2) – There is no proper or formal training for outgoing and incoming supervisors and staff.

Problem 3 (P3) – Without a formal transition plan, there is no transparency which increases the risk of animosity between outgoing and incoming supervisors and staff.

This study's goal was to assess how effective implementing a formal transition plan and training improved efficiency in preparing the County Supervisors and their staff when entering public office.

Purpose of the Study

The purpose of this study was to determine the efficacy of creating a standard transition plan for all county supervisors and their staff. This study has a direct connection to hands on and current work experience with a county supervisor who is in the final year of their term. This direct connection has identified key aspects of what happens during a transition with an outgoing supervisor and how the incoming supervisor takes office. This research can be used to create a plan the County of Monterey may choose to implement.

Significance of the Study

The intended focus of this capstone project was to identify gaps in the standard operating procedures for the County of Monterey in transition planning and training for the Board of

Supervisors and make recommendations based on findings. Transition planning and efficiency of training in public office directly impact the elected official's ability to provide services to the community. Transition planning is crucial when politics are evolving and the study is significant in understanding the proper role of the government in the transition process (Houge, H., 2016). If this study's findings are implemented, it would set the standard for transition plans focused on the district and the needs of the residents while providing support for the incoming supervisor.

Main Research Question and Sub-questions

The main research question is: How can a formal transition plan, training, and transparency improve the quality of work at Monterey County Board of Supervisors?

Sub-questions:

Question 1 (Q1): What effect would a formal transition plan create?

Question 2 (Q2): How would formal training improve the smooth transition between outgoing and incoming Supervisors and their staff?

Question 3 (Q3): How would transparency ensure continuity of work for the Monterey County Board of Supervisors?

Theory of Change and Assumptions

The theory of change applies a 1/3 formula, meaning one independent variable and three dependent variables for this research study, which is: IF Monterey County implemented a formal transition and training plan:

Assumption 1 (A1): THEN, county supervisors and their staff will be better prepared for the work required.

Assumption 2 (A2): THEN, collaboration between incoming and outgoing supervisors would improve.

Assumption 3 (A3): THEN, the continuation of constituent services and transparency of the supervisorial district would be more efficient.

Limitations

Most research studies have anticipated and unanticipated limitations. One of the limitations was the availability of the respondents to complete their survey or interview within the data collection period. Second, was the willingness of the respondents to participate. There was no incentive to participate and balancing the time management of workload with a voluntary study limited the study. Third, another limitation was receiving unbiased responses from SMEs. Due to the intended group of SMEs, there was not another opportunity to conduct additional SME interviews, as the population size is already limited. Finally, the last limitation was getting enough supervisors, supervisorial staff, and others to participate in the surveys. Others were the County Administrative Officer, staff from the County Counsel department, and staff from the Clerk of the Board department. This study was limited by collecting data from one county even though there are Boards of Supervisors across the state. There was a risk of not having enough

respondents to participate and create meaningful data for the study. Finally, the research results and findings may not be applicable to other fields of study. The target audience was specific, so the findings are limited to this identified population group.

Definitions of Terms

1. **County Board of Supervisors:** A 5-member board of elected officials that conducts the business of the county. The Board of Supervisors (BoS or Board) is responsible for the legislative and executive authority of the county. It also has quasi-judicial authorities. Within the limits of state law and county charter, the Board is empowered to adopt ordinances, establish programs, levy taxes, appropriate funds, appoint certain officials, and zone property in the unincorporated area. In addition, members of the Board represent the county in numerous intergovernmental bodies. In other words, the Board of Supervisors is elected by the residents of the county to conduct business for the county.
2. **Clerk of the Board:** The Clerk of the Board (COB) is the official record for the Board of Supervisors (BOS). The COB provides administrative support to the BOS. The COB is a department head with staff supporting the administrative duties of the Board.
3. **County Administrative Officer:** The County Administrative Officer (CAO) is the day-to-day manager of a county government and represents the county and BOS in a variety of activities. They oversee the County Administrative Office, which is also considered a department of the county. The CAO is like a city manager, but for the county.
4. **County Counsel:** The County Counsel is the chief civil law officer of the county and provides legal services to the Board, county and court officials, and other agencies and districts. One attorney is appointed to serve as the County Counsel in a full-time

equivalent role, but there is also a team of attorneys, so County Counsel is also a department. In other words, they are the attorneys for the county.

5. **Incumbent:** The incumbent is the current holder of an office or position. Within the scope of elections or elected representatives, the incumbent is the person holding or acting in the position that is up for election, regardless of whether they are seeking re-election.
6. **Supervisory District:** A supervisory district is a geographic area defined by population size or similar characteristics within the county. The supervisory district is represented by one elected supervisor. In the case of this study, there are five districts that make up the entirety of the County of Monterey.
7. **Transition Plan:** For the purposes of this study, a transition plan refers to an intentional and organized guiding document that provides direction to the incumbent supervisor, the incoming supervisor, and their staff on how to turn an office over to the incoming supervisor. It is like a succession plan which is defined as a process and strategy for replacement planning or passing on leadership roles, in this case, the county supervisors.
8. **Training Plan:** A training plan in the workplace outlines the process and methods used to educate employees in specific skills or knowledge relevant to their roles or the organization's goals. A training plan typically includes goals, standard operating procedures, organization protocols, explanation of resources, and walk throughs of organization buildings and the workplace.
9. **Collaboration:** Collaboration refers to individuals or groups working together towards a common goal, project, or outcome. It involves sharing ideas, resources, responsibilities, and efforts to achieve mutual benefits or desired results. For the purposes of this study,

collaboration typically emphasizes communication, cooperation, and coordination among an outgoing county supervisor with incoming county supervisor to leverage their knowledge and perspectives when entering public office.

10. **Supervisory Staff:** For the purposes of this study, county supervisors in Monterey County have three paid full-time equivalent staff: (1) Chief of Staff, (1) Policy Analyst, and (1) Executive Assistant.

Summary

This study has identified gaps in the transition planning and training for elected officials and could make recommendations to be implemented. Without a formal transition plan and adequate training, Monterey County Supervisors are not prepared to take office and continue the ongoing responsibilities during a transitional period. Additionally, staff for the supervisors go without proper training and may benefit from standard operating procedures. Since this is focused on the County of Monterey, this study may positively impact the Board of Supervisors department and therefore the constituents the elected officials represent in the County of Monterey.

Chapter II: Review of Literature

Introduction

This chapter is focused on searching for and using academic literature to consider arguments from other researchers to help address the main research question and sub-questions from Chapter 1. The literature review will help establish a basis for the research. The main research question is how a formal transition and training plan will better prepare county supervisors and their staff to take office, improve collaboration, and increase transparency. The sub-questions dive deeper into how the implementation of a formal plan will impact the Board of Supervisors department, will impact the collaboration between incoming and outgoing supervisors, and will impact the transparency of work that continues between administrations. The literature review will utilize prior research on these themes of transition planning, collaboration, and continuity of projects to maintain government transparency, which will provide connections to the research questions. The following themes for the review of literature are covered in this chapter: preparation and training for elected officials and their staff, improved collaboration between outgoing and incoming elected officials, and the continuation of constituent services and transparency of the supervisorial district.

Theme 1: Preparation and Training of Elected Officials and Their Staff

Training plays a crucial role in enhancing the efficiency, productivity, and effectiveness of government institutions. This literature review merges insights from various scholarly works to emphasize the significance of training within the context of governmental agencies. The scholarly articles and journals are used to reference government entities in other states and nations to compare them to the local government in the County of Monterey. Tessema et al.

(2005) provided an in-depth examination of training practices and challenges within the Eritrean civil service. The study identifies resource constraints and institutional barriers as challenges when developing and implementing training programs which could be a similar challenge the County of Monterey experiences. Brunnette (1976) discusses the successful implementation of workshop training programs for local government officials.

By emphasizing hands-on learning and interactive sessions, workshop training can effectively convey essential skills and knowledge to government employees. Chan et al. (2017) used the “Success Case Method” to evaluate training for new government officials and how that training impacts individual performance. The research highlights the importance of “ongoing” evaluation to assess the efficacy of training. McDonald (1968) focuses on the specific role of training officers in government institutions. This dedicated training role is highlighted with their significance in designing, implementing, and evaluating training programs.

Training officers play a critical role in identifying training needs, developing the training curriculum, and facilitating learning experiences that better prepare individuals for the work expected at their agency. Training officers contribute to the professional development of government employees when employees are equipped for their work and encourage a culture of growth in the workplace. A similar but somewhat unrelated research topic that Haenisch (2012) examined includes various factors influencing the productivity of government workers, emphasizing the importance of training as a key determinant. They also found that training does not only prepare employees to do the work but is essential for employee productivity. By investing in training and development initiatives, government agencies can improve employee performance, cultivate a growth-minded workplace, and deliver better public services to constituents.

Theme 2: Improved Collaboration Between Incoming and Outgoing Elected Officials

Transition planning, also known as succession planning, is a critical aspect of good governance that ensures continuity within government institutions. Dhasarathy et al. (2018) offered insights into leading successful government transitions, emphasizing the importance of strategic planning, clear communication, and stakeholder engagement. Simon (1991) examined the challenges faced by County Supervisors transitioning to new districts after redistricting that impact the constituents they represent in local government settings. It also indicates the importance of transition planning at the local level, especially where changes in political boundaries (supervisory districts) and leadership require adjustments to effectively serve constituents and address government transparency.

Zussman (2013) explored government transitions in Canada with leadership changes emphasizing the need for proactive succession planning to mitigate risks and challenges associated with leadership transitions. Succession planning for successful leadership, identification, and development of future leaders within government organizations is crucial (Ritchie, 2019; Helms, 2020). Across the board, from the federal level to the state level, to the local level, effective transition planning ensures continuity, transparency, and effective government leadership. When done effectively the transition can be facilitated smoothly for well-functioning government institutions and the delivery of public services.

Theme 3: Continuation of Constituent Services and Transparency of the District

The continuity between administrations, specifically with the Board of Supervisors is under researched. Primarily because local governments have fewer standard structures across the nation and may not be applicable in most research venues. Therefore, this theme of the

continuation of constituent services and transparency of the supervisorial district is predominately focused on government transparency. Transparency has become a virtue in public management and policy. Kim and Lee (2012) also found that transparency is an important democratic value in the government sector. Ruijter (2016) examined various policy frameworks for enhancing transparency practices. This focuses not only on information access and sharing but also on how information is shared and to whom it is communicated.

Technology in recent times has played a pivotal role in transparency across the government sector. Redden (2018) explored the intersection of technology in the 21st century and how it makes information more transparent. Krah and Mertens (2020) offered insight on how administrative gaps impact the efficiency of government transparency. Similarly, Dragoş et al, (2012) focused on procedural transparency in rural Romania, exploring how the administrative capacity of a government organization implements transparency. As mentioned before, the theme has research gaps specific to local government transition plans that focus on the continuity of existing constituent projects or district issues.

Summary

This literature review explored three key themes important for effective governance: preparation and training for elected officials and their staff, improved collaboration between incoming and outgoing elected officials, and the continuation of constituent services and transparency within supervisorial districts. The first theme highlighted how the role of training enhances government efficiency and productivity, while better preparing public officials and their staff. Transition planning emerged as the central focus of the second theme, highlighting the importance of strategic planning and proactive succession planning to ensure smooth leadership transitions and continuity within government entities. Finally, the third theme examined the

importance of continuity of constituent services and transparency within supervisorial districts, with a noted gap in research specific to local government transition plans. This literature review shows the importance of a transition plan with the understanding that there isn't a set standard to follow within local governments.

Chapter III: Research Methods

Introduction

The study aimed to determine whether a formal transition and training plan, if implemented, improved the quality of work at the Monterey County Board of Supervisors. The research model determined whether the study supports the assumption that a formal transition plan benefits the county supervisors and their staff. The research study applied a mixed-methods research (MMR) approach where quantitative and qualitative data were collected, analyzed, and interpreted to either accept or reject the hypotheses. The quantitative data was collected from current and former county supervisors, current and former staff, current Clerk of the Board staff, current County Administrative Office (CAO) staff, and current County Counsel staff. The qualitative data was collected from Subject Matter Experts (SMEs) including Monterey County Supervisors who unseated an incumbent, Monterey County Supervisors who worked for the prior supervisor, and staff who transitioned out of office. This chapter lays out the methodology for how the data was collected and managed. The research methodology entails:

Research Question and Sub-questions

The main research question is: How can a formal transition plan, training, and transparency improve the quality of work at Monterey County Board of Supervisors?

Research Sub-questions:

Question 1 (Q1): What effect would a formal transition plan create?

Question 2 (Q2): How would formal training improve the smooth transition between outgoing and incoming Supervisors and their staff?

Question 3 (Q3): How would transparency ensure continuity of work for the Monterey County Board of Supervisors?

Theory of Change and Assumptions

The theory of change applies a 1/3 formula, meaning one independent variable (IV) and three dependent variables (DV) for this research study, which is: IF the County of Monterey implemented a formal transition and training plan for the Board of Supervisors and their staff:

Assumption 1 (A1): THEN, county supervisors and their staff will be better prepared for the work required.

Assumption 2 (A2): THEN, collaboration between incoming and outgoing supervisors and their staff would improve.

Assumption 3 (A3): THEN, the ongoing responsibilities of the supervisorial district would continue more effectively when changing administrations.

Operational Definitions

1. **County Board of Supervisors:** A 5-member board of elected officials that conducts the business of the county. The Board of Supervisors (BoS or Board) is responsible for the legislative and executive authority of the county. It also has quasi-judicial authorities. Within the limits of state law and county charter, the Board is empowered to adopt ordinances, establish programs, levy taxes, appropriate funds, appoint certain officials, and zone property in the unincorporated area. In addition, members of the Board represent the county in numerous intergovernmental bodies. In other words, the Board of Supervisors is elected by the residents of the county to conduct business for the county.

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10. **Supervisory Staff:** For the purposes of this study, county supervisors in Monterey County have three paid full-time equivalent staff: (1) Chief of Staff, (1) Policy Analyst, and (1) Executive Assistant.

Population Sampling Strategy

The population sampling strategy for this study included surveys from current and former Monterey County Supervisors, current and former staff, current Clerk of the Board staff, current County Administrative Office staff, and current County Counsel staff. There are five current County Supervisors, 15 Board of Supervisors Staff (20 total including the BoS members), five Clerk of the Board staff (including the COB), 10 County Administrative Office staff (including the CAO), and three County Counsel attorneys that support the BoS. There are numerous former

Monterey County Supervisors, however, for the purposes of this study, there are three former supervisors that can be contacted within the timeline of this research. Also, four former supervisorial staff were contacted within this research's timeline. The goal was to collect at least 50 responses. Lastly, for the qualitative data collection, there were eight SMEs identified and interviewed from current and former supervisors and current and former supervisorial staff. The SMEs provided critical data with their direct experience with the transition of supervisorial districts. These groups of elected officials and staff make up the intended population that was sampled. The research was conducted during the end of May and first week of June and thirty-seven (37) surveys were responded to and eight (8) key stakeholder interviews were conducted.

Procedures

The data from this study was collected from online surveys and key informant interviews. For the quantitative data, the surveys were created through Microsoft Office (MS) Forms, which customizes surveys and is shared through Microsoft Outlook Email. The link to the surveys was emailed to current and former supervisors and to current and former staff. If the recipients did not respond to the initial email, follow up phone calls, emails or text messages were made to illicit their participation. For qualitative data, key informant interviews were conducted with current and former supervisors and their staff in person via MS Teams, or on Zoom. The interviewees were contacted via email or phone call to schedule interview appointments. The interview responses were recorded via note taking almost word for word from the interviewee. This data could be considered confidential, therefore, the interview audio of the interviews were not recorded.

Data Processing and Analysis

Once the surveys were completed and the data was collected, the results were consolidated into spreadsheets. Consolidation of the data organized the information into research results, which allowed for the initial evaluation of the research. Survey responses were analyzed and interpreted, using graphics such as charts or graphs and tables. The key informant interview responses were transcribed and collated in an MS Word document. Both surveys and interviews were used to determine gaps or common research trends. The quantitative data was collected through the employee surveys by assigning percentages to the responses. The qualitative data was collected through key informant interviews and interpreted with the study's assumptions.

Internal and External Validity

The study's design and the selection of respondents may threaten internal validity during data collection. Respondents knew they were involved in a study and their biases may affect how they answered survey questions. For purposes of this study, the target research group was niche, so the respondents were already very specific. This study has the potential for external validity on a broader scale. Since this research was focused on evaluating how a formal transition plan and training will impact the County of Monterey Board of Supervisors, the study could be applied to other local government jurisdictions, like counties and cities statewide and nationally, to increase external validity.

Limitations

Most research studies have anticipated and unanticipated limitations and the limitations became more clear during the data collection process. The limitations included the availability of the respondents to complete their survey or interview, their willingness to participate, and

receiving unbiased responses from SMEs. Finally, the last limitation was getting enough supervisors, supervisorial staff, CAO staff, COB staff, and County Counsel to participate in the surveys. This study contained data from the County of Monterey and is therefore limited to one county. Finally, there was a risk of not having enough respondents participate and create meaningful data for the study. With the focus of the study very specific, the research results may not be applicable to other fields of study.

Summary

This study employed a mixed-methods research (MMR) approach to collecting quantitative and qualitative information related to evaluating a formal transition and training plan. The research aimed to identify the key issues, trends, and possibilities of implementing a formal plan to validate the independent variables to better determine the dependent variable that could better prepare Monterey County Supervisors and their staff to transition into office. While this study focused on transition planning and training, the data identified further needs for the Board of Supervisors that would better prepare them to take office aside from a formal transition plan and lead to the needs and areas that further require clarity.

Chapter 4: Results and Findings

Introduction

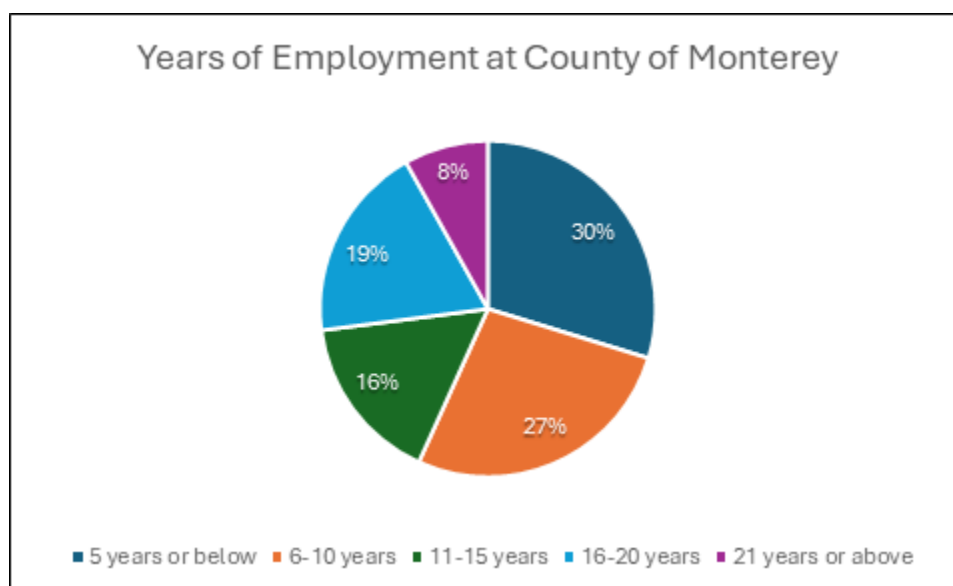
This research focused on evaluating the formal transition and training plan implemented to gauge the productivity of the County of Monterey Board of Supervisors. More specifically, this study aimed to determine how a formal transition plan and formal training of the Board of Supervisors and their staff would improve transparency between incoming and outgoing supervisors during a transition period ensuring continuity of ongoing projects. A mixed-methods research (MMR) approach was applied to conduct the research for this case study, where quantitative and qualitative data were collected and analyzed.

The quantitative research methods included surveys for those with the most experience working with or within the Board of Supervisor department. This included former and current Monterey County Supervisors, former and current staff to county supervisors, staff members of the County Administrative Office, staff members of the Clerk of the Board department, and staff members of the County Counsel department. Forty-three surveys were sent to current and former staff, current and former supervisors, and the other county employees who work closely with the Board of Supervisors. Thirty-seven participants completed the survey. Thirty percent (30%) of the participants had five years of work experience or less and twenty-seven percent (27%) had five to ten years of work experience at the County of Monterey which is a majority of the participants. This could mean this type of role, working with or working within the Board of Supervisors, experiences more turnover. It could also be unrelated to the survey results, however, important to note this group of participants is not typically connected to the Board of Supervisors department for long periods of time. Sixteen percent (16%) of the participants have eleven to fifteen years of work experience, nineteen percent (19%) have sixteen to twenty years of work

experience at the County of Monterey indicating a smaller percentage of individuals who have longevity in this department. Finally, eight percent (8%) have twenty-one years of work experience or more with the County of Monterey. This statistic indicates there is a very small group of individuals who have longevity working with the Board of Supervisors (see Figure 1). The results of the survey questions were examined individually for an in-depth analysis.

Figure 1

Number of Years Survey Respondents Have Worked at the County of Monterey as a Pie Chart



Qualitative data collected from SMEs were asked about their experience relating to the transitioning of outgoing and incoming supervisors. There were eight SMEs from the County of Monterey's current and former supervisor and staff: two current Monterey County Supervisors, one former Monterey County Supervisor, three current staff to a county supervisor, and two former staff to a county supervisor. The interviews with the SMEs reflected their direct experience transitioning in or out of a supervisors' office, and in the rare circumstance having experience with both. The interviews aimed to get a better understanding of their experience

during a transition to find out if a transition plan is needed. The interviews also sought to identify what was missing from their transition experience, and if a formal transition and training plan would increase transparency. This chapter is a comprehensive analysis of the quantitative and qualitative data derived during the study and how they relate to the assumptions of this research.

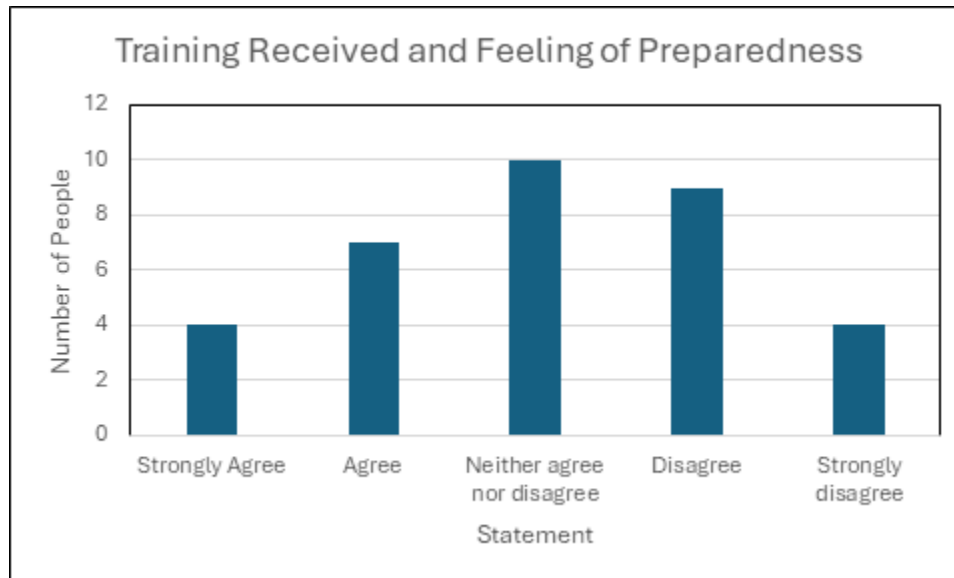
Assumption 1 (A1) Transition Plan & Training for Preparation: IF Monterey County implemented a formal transition and training plan THEN, county supervisors and their staff will be better prepared for the work required.

Quantitative Results

The survey contained four Yes or No questions focused on my sub-questions asking what effect a formal transition plan for the Board of Supervisors and their staff would create. In addition, the survey included three statements supporting assumption #1 formatted on a Likert Scale to determine the level of agreement with the statement. From the Likert Scale, the three statements related to assumption 1 were: I received training that allowed me to feel prepared, I think my colleagues were well prepared when they took office, I support implementing a Formal Training and Transition Plan for the Board of Supervisors and their staff. Based on the Likert Scale data, there is a trend where staff to the supervisor, and the supervisor strongly disagreed that the training they received prepared them for the job, indicating a lack of training or of the type of training they received (see Figure 2).

Figure 2

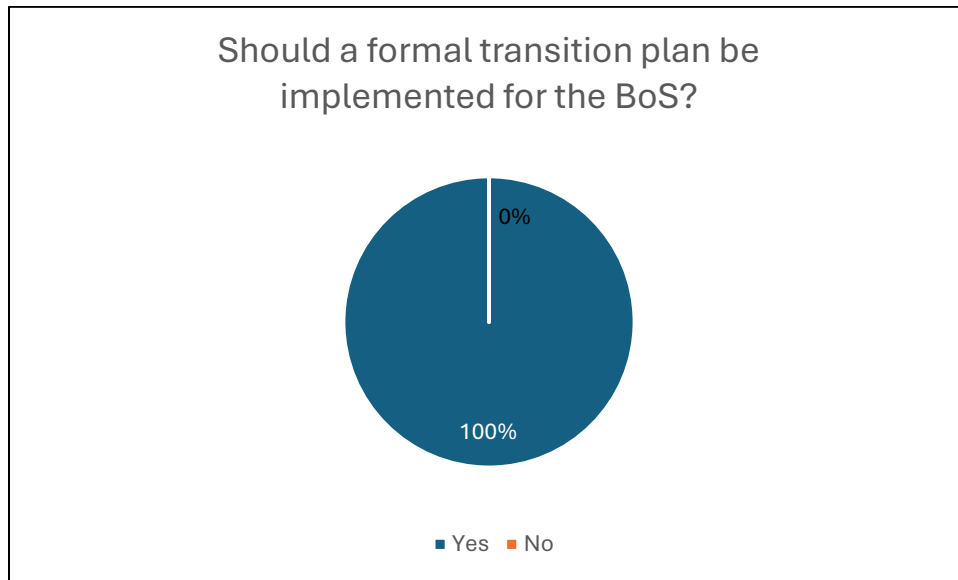
Likert Scale statements related to training and preparedness as a Bar Graph



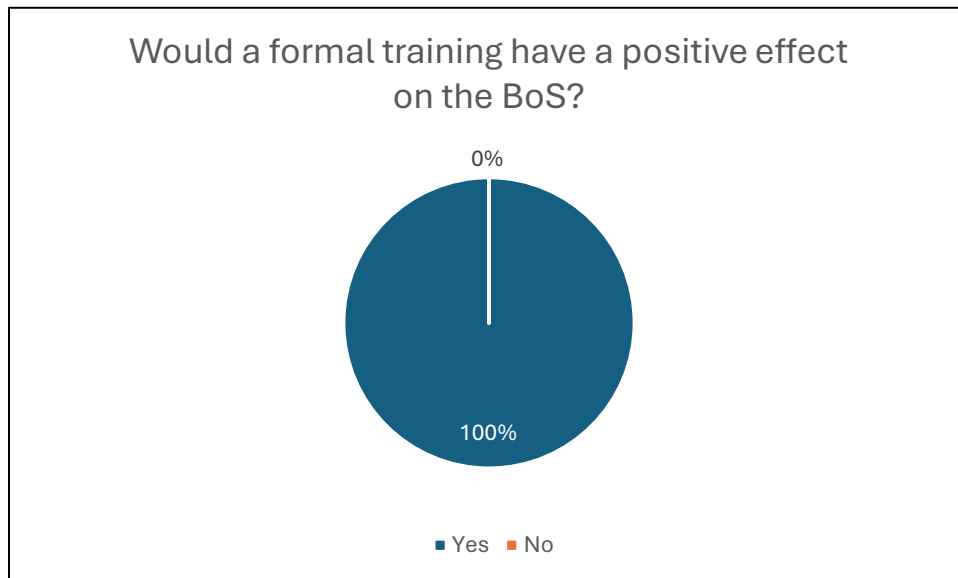
From the Yes or No questions, question #9 (see Figure 3) asked “Should a formal transition plan be implemented for the Board of Supervisors?” and the survey response had 100% agreement and question #15 (see Figure 4) “Would a formal training have a positive effect on the BoS?” and the survey response has 100% agreement. It is clear from this set of data that a transition plan should be implemented, and that training would have a positive effect on the Board of Supervisors.

Figure 3

Support for Transition Plan Implementation as a Pie Chart

**Figure 4**

Support That Training Will Have a Positive Impact as a Pie Chart



Qualitative Results

Qualitative data were collected from eight SME interviews. All the respondents received nine questions related to the effect of the implementation of a formal training and transition plan and how it might increase transparency and continuity of district projects. The nine questions were broken up into three segments, a.) transition, b.) training, c.) continuity of projects and transparency. The first segment, transition, focused on assumption #1. During the interviews, sub-questions were asked to ensure a well-rounded response. The qualitative data collected for the question, “Why do you think a formal transition plan has not been implemented yet?” revealed surprising sentiments. Interview respondent #1 indicated “On one hand, we have had general stability in the board offices. Some of the supervisors did not need a transition plan because they were one of the staff members. The need hasn’t been apparent. It’s a need that comes up every ten years or so. Once every ten years means it hasn’t risen to the priority list.”

Survey respondent # 8 was asked the same question regarding why a formal transition plan has not yet been implemented and they mentioned, “I think there is a culture in the County of Monterey government agency with a general agreement that we’re going to be as civil and helpful as we can be in these transitions, that has been the mindset from keeping anything formal from happening. It varies from office to office and situation to situation. It is kind of a cultural thing, a lot of things pertaining to the operations of the County of Monterey are old-fashioned, sometimes in a good way and sometimes in a way that interferes with effectiveness, the lack of the plan is the long-standing culture that in some departments is shifting.” These two responses indicate it is a situational need, so it may be part of the reason it has not been implemented before.

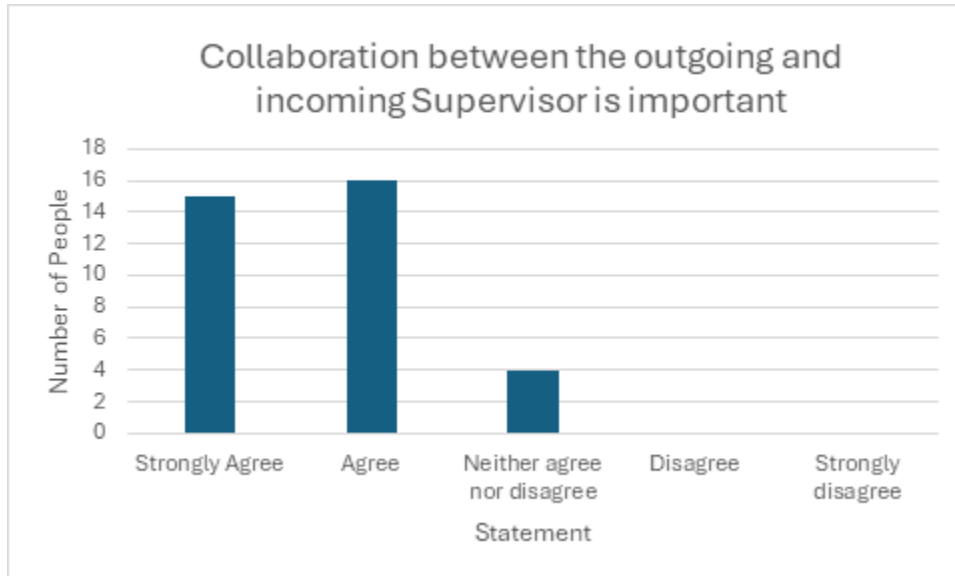
Assumption 2 (A2) Collaboration: IF Monterey County implemented a formal transition and training plan THEN, collaboration between incoming and outgoing supervisors would improve.

Quantitative Results

The survey contained four Yes or No questions focused on the sub-questions on how formal training would improve the transition of outgoing and incoming Supervisors. Additionally, the survey included three statements supporting assumption #2 formatted on the Likert Scale to determine the level of agreement with the statement. From the Likert Scale, the three statements related to assumption 2 were: a) collaboration between the out-going and in-coming Supervisor is important, b) a formal transition plan would improve collaboration between the out-going and in-coming Supervisor, and c) outgoing Supervisors need to provide transition plans to the CAO. The Likert Scale data reflected a 100% agreement and sometimes strong agreement that collaboration is important between the incoming and outgoing supervisors (see Figure 5). This data enhances the assumption regarding collaboration, indicating that collaboration is important, and implementing a formal transition plan and training would enhance the collaboration with a baseline to follow.

Figure 5

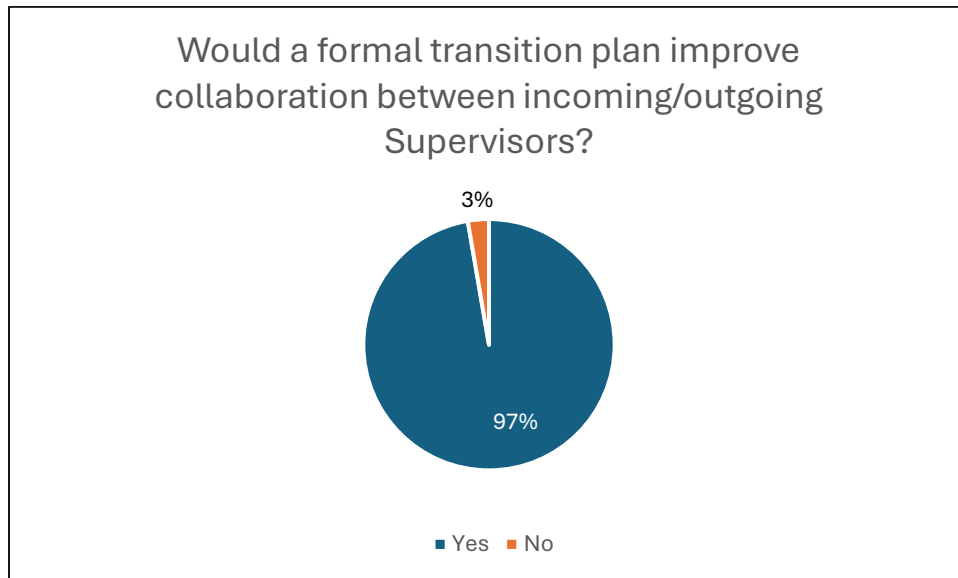
Likert Scale Data for Agreement Regarding Collaboration as a Bar Graph



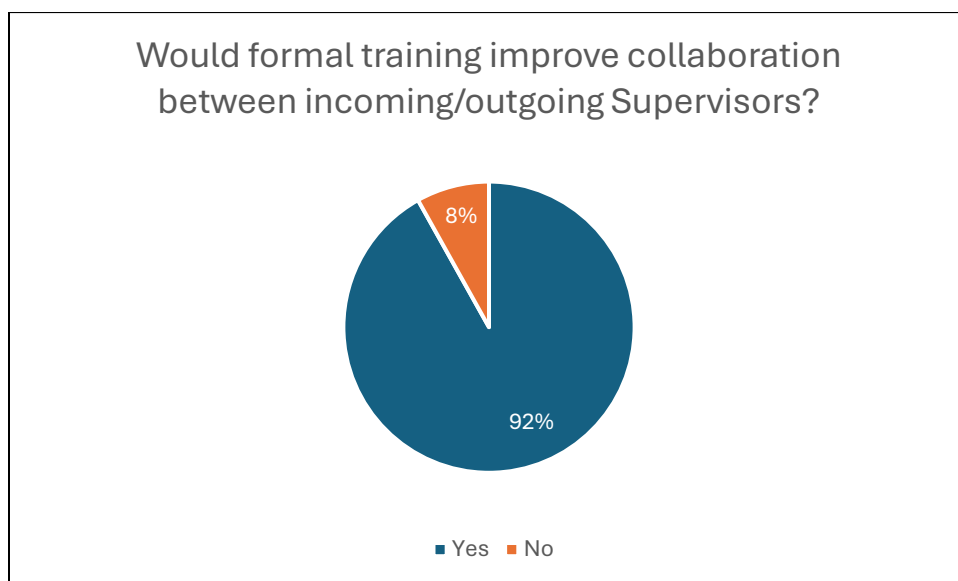
From the Yes or No questions, question #10 (see Figure 6) asked “Would a formal transition plan improve collaboration between incoming/outgoing supervisors?” and the survey response had 97% agreement and question #17 (see Figure 7) “Would a formal training improve collaboration between incoming/outgoing supervisors?” and the survey response has 91% agreement.

Figure 6

Agreement That Collaboration Would Improve With a Transition Plan as a Pie Chart

**Figure 7**

Agreement That Formal Training Would Improve Collaboration as a Pie Chart



Qualitative Results

All respondents (eight SMEs) received nine questions related to the effect of implementing a formal training and transition plan and how it might increase transparency and continuity of district projects. The nine questions were broken up into three segments, a.) transition, b.) training, c.) continuity of projects and transparency. The second segment, training, focused on assumption #2. During the interviews, sub-questions were asked to ensure a well-rounded response. The qualitative data collected for the question “How would formal training improve the transition between outgoing and incoming supervisors and their staff?” answered by survey respondent #3 indicated “I don’t know if I see a need for training FROM outgoing supervisor and staff, but a facilitated conversation with the CAO between incoming and outgoing support staff would facilitate the apolitical transition process. If there is animosity during a campaign the CAO’s oversight and participation in the transition process can ensure necessary information can be conveyed regardless of any bad feelings from the election process. It would also be beneficial for information to be shared about constituent issues that may be ongoing and work underway by departments to address those issues to ensure that Monterey County residents and their needs from the county are being met.”

Similarly, survey respondent #4 related how formal training would benefit the needs of the public by stating, “It would help to just have some consistency for the public. If they called last week and it was someone else and now, they called this week and it is a new person, knowing they will get continued service throughout the transition. There is always a certain piece each supervisor and their staff will have their own way to help the public, but it would help having a baseline when your new and trying to figure out how to run everything smoothly.”

These two responses indicate sharing information is helpful for the supervisor and their staff and the public. As public servants, this need for training would benefit the public.

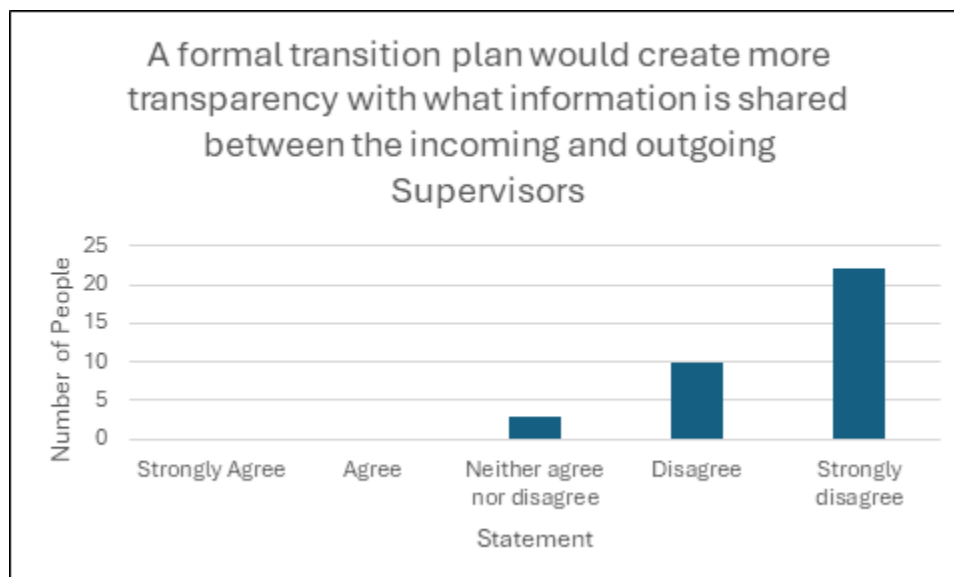
Assumption 3 (A3) Transparency: IF Monterey County implemented a formal transition and training plan THEN, continuation of constituent services and transparency of the supervisorial district would be more efficient.

Quantitative Results

The survey contained four Yes or No questions focused on how implementing a formal training and transition plan would create more transparency leading to an increase in continuity in ongoing projects. Additionally, the survey included three statements supporting assumption #3 formatted in a Likert Scale to determine the level of agreement with the statement. The Likert Scale statements considered if a transition plan were implemented it would improve the consistency of district issues and projects, a formal training plan would improve efficiency of the district offices, and a formal transition plan would create more transparency with what information is shared between the incoming and outgoing supervisors. There was once again 100% agreement, with most of the respondents strongly agreeing with the statement “A formal transition plan would create more transparency with what information is shared between the incoming and outgoing supervisors” (see Figure 8). This data supports the assumption that if a formal transition plan were implemented, it would create more transparency for information sharing.

Figure 8

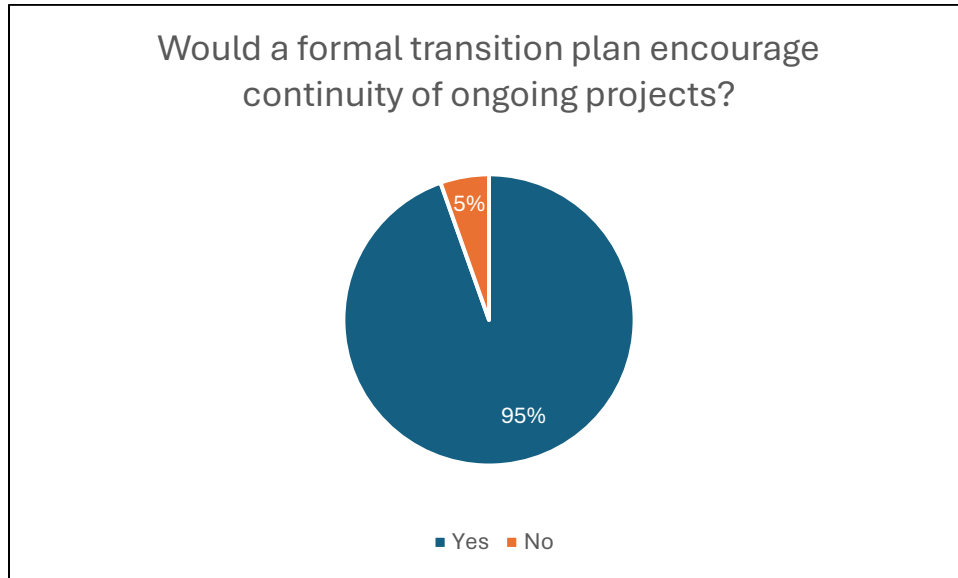
Transition Plan Would Create More Transparency as a Bar Graph



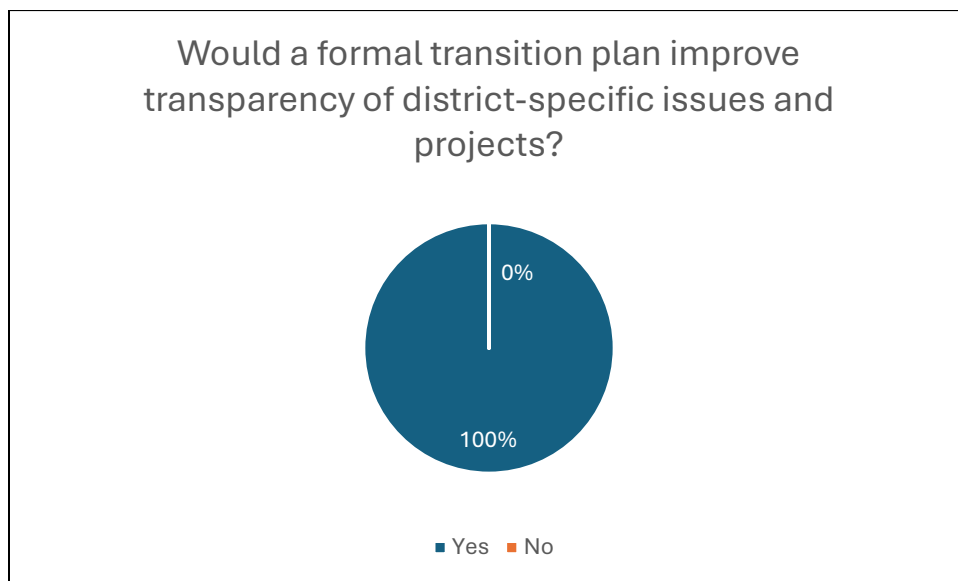
From the Yes or No questions focusing on transition plans, question #12 (see Figure 9) asked “Would a formal transition plan encourage continuity of ongoing projects?” and the survey response had 95% agreement. Question #14 (see Figure 10) asked “Would a formal transition plan improve the transparency of district-specific issues and projects?” and the survey response had 100% agreement.

Figure 9

Transition Plans Would Encourage Continuity as a Pie Chart

**Figure 10**

Transition Plans Would Improve Transparency as a Pie Chart



Additional questions were asked focused on training, and the survey responses were not in 100% agreement about the impact of training on transparency and continuation of district projects. For example, question #20 (see Figure 11) asked if training would encourage the continuity of ongoing projects in a supervisor's district office and two survey respondents did not agree. Then, question #21 (see Figure 12) asked if formal training would increase transparency and two survey respondents did not agree.

Figure 11

Training Would Encourage Continuity as a Pie Chart

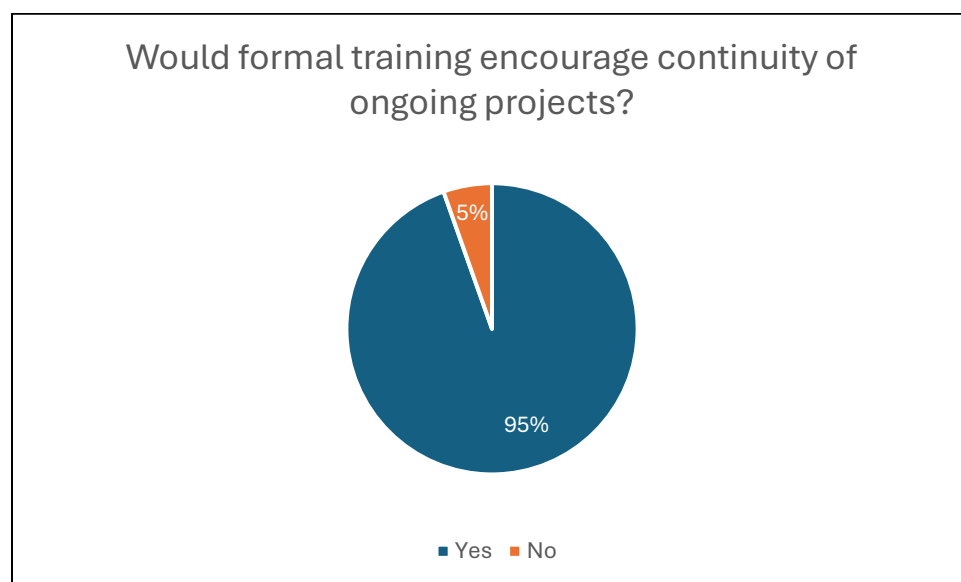
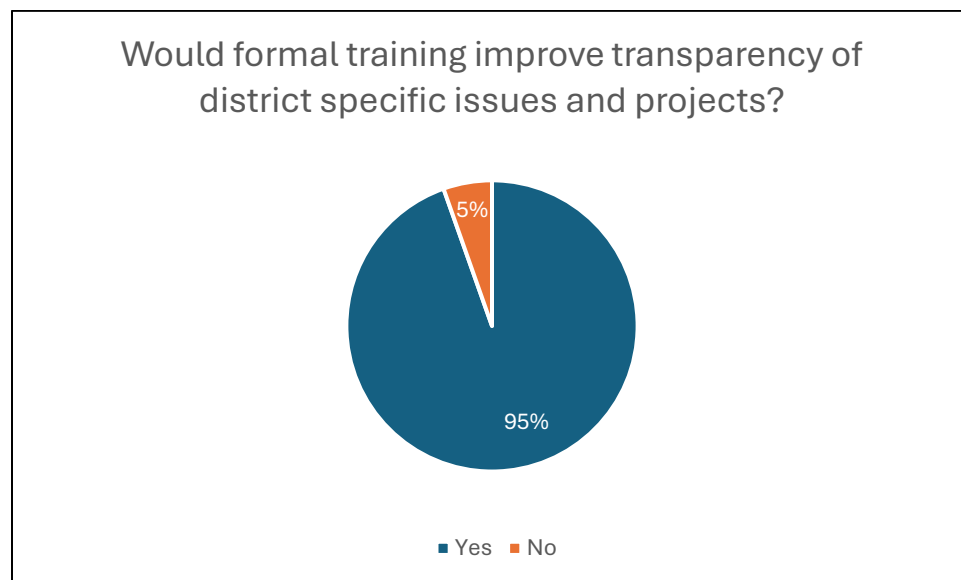


Figure 12

Training Would Improve Transparency as a Pie Chart



Qualitative Results

All respondents (eight SMEs) received nine questions related to the effect of implementing a formal training and transition plan and how it might increase transparency and continuity of district projects. The nine questions were broken up into three segments, the third segment focused on assumption #3. During the interviews, sub-questions were asked to ensure a well-rounded response. Each SME answered with confidence that a formal transition plan in place would increase transparency. Survey respondent #6 was asked “How would transparency ensure the continuation of work for the Monterey County Board of Supervisors?” and they answered with “transparency is so many different things to different people, but to know where you stand with certain projects with a network of explanation would be very helpful and move projects along.”

Findings Summary

The survey results indicated there is strong support for implementing a transition plan and training would be beneficial. There was broad agreement that the transition the supervisors and their staff received was inadequate and that they did not feel prepared to do the job.

Transparency, although it may look different per person and per district office, would be increased if both a transition plan and training were to be implemented. Validating Assumption #1, a formal transition plan and training would better prepare the supervisors and their staff to take on their new responsibilities. There was a clear agreement that collaboration between the incoming and outgoing supervisors is important and that a formal transition plan is needed. However, there was a variety of opinions on how to implement it and who to oversee it. Validating Assumption #2, collaboration is important, and a formal transition plan would increase transparency. The implementation of a formal transition plan and training would provide a baseline for information sharing, therefore, validating Assumption #3 in that the continuation of constituent services and district-specific projects would be more efficient.

Chapter 5: Conclusions, Recommendations, and Areas of Further Research

Introduction

The purpose of this study was to answer the main research question: How can a formal transition plan, training, and transparency improve the quality of work at Monterey County Board of Supervisors? In addition to the main research question, three sub questions were included to collect specific details focused on a formal transition plan, training, and transparency:

Question 1 (Q1): What effect would a formal transition plan create?

Question 2 (Q2): How would formal training improve the smooth transition between outgoing and incoming supervisors and their staff?

Questions 3 (Q3): How would transparency ensure continuity of work for the Monterey County Board of Supervisors?

This research evaluated the existing transition and training experience of Monterey County Supervisors and their staff and how it relates to efficiency and transparency. For the quantitative data collection, current and former Monterey County Supervisors and their staff plus county employees who work closely with the Board of Supervisors were surveyed to understand if a formal transition plan is needed and assess the effectiveness of the training supervisors and their staff receive. The survey results validated the theory of change that if a formal transition plan and training were to be implemented, then county supervisors and their staff will be better prepared for the work required, collaboration between incoming and outgoing supervisors would improve, and the continuation of constituent services and transparency of the supervisorial district would be more efficient. The research determined all three assumptions were validated.

The SME interviews were analyzed to determine common trends and assess the sub questions in greater detail. Every SME agreed that a formal transition plan is needed, however, there was a variety of suggestions for the type of information and content that should be included in the transition plan and a variety of suggestions for the department head that should oversee the plan.

Discussion

The theory of change for this study applied the formula of one IF and three THENs to determine if a transition plan is needed. IF a formal transition plan and training were to be implemented:

Assumption 1 (A1): THEN, county supervisors and their staff will be better prepared for the work required.

Conclusion: The first assumption was supported by the survey results (quantitative data) and the SME interviews (qualitative data). The quantitative data showed that there was one hundred percent (100%) support for implementing a formal training and there was one hundred percent (100%) agreement that formal training would have a positive effect on the Board of Supervisors. The qualitative data indicated that some county supervisors and their staff are better prepared compared to others depending on the situation. One of the SME interviews said that some Supervisors are better prepared to take office because of their experience being a former staff member themselves. For an incoming supervisor who does not have prior experience working for a county supervisor or, for an incoming supervisor who hires staff that do not have prior experience working for a county supervisor, are at a disadvantage without a formal

transition and training plan. Therefore, they are not prepared for the work required when they first enter office.

Assumption 2 (A2): THEN, collaboration between incoming and outgoing supervisors would improve.

Conclusion: The second assumption was supported by the survey results (quantitative data) and the SME interviews (qualitative data). The quantitative data showed that there was one hundred percent (100%) agreement that collaboration between the incoming and outgoing supervisor is important, acknowledging agreement however, when asked if a formal training and transition planning were to be implemented, there was not one hundred percent (100%) agreement. Ninety-seven percent (97%) of survey respondents believe a formal transition plan will improve collaboration between incoming and outgoing supervisors while ninety-one percent (91%) of respondents believe a formal training will improve collaboration between incoming and outgoing supervisors. The slight difference in percentage agreement is better discussed with qualitative data.

While the quantitative data indicates a formal transition plan and training will improve collaboration, the qualitative data highlights how it is implemented and who oversees the formal transition plan and training will impact the support of its implementation. One of the SME mentioned a transition from an outgoing supervisor to the incoming supervisor has the potential to be ineffective based on animosity, however, a transition with the oversight of the County Administrative Officer (CAO) would facilitate information sharing regardless of any bad feelings from the election process. Although the Board of Supervisors manages the CAO, the CAO is the top government staff member and is tasked with guiding the Board of Supervisors, therefore well positioned to have oversight in this transition process.

Assumption 3 (A3): THEN, continuation of constituent services and transparency of the supervisorial district would be more efficient.

Conclusion: The third assumption was supported by the survey results (quantitative data) and the SME interviews (qualitative data). The quantitative data showed one hundred percent (100%) agreement that a formal transition plan would create more transparency with what information is shared. Then, there was ninety-five percent (95%) agreement that a formal transition plan would encourage continuity of ongoing projects and one hundred percent (100%) agreement a formal transition plan would improve transparency of the district-specific issue and projects. The quantitative data supports this assumption while the qualitative data enhances the understanding.

One of the SME indicated transparency means something different to everyone, however, if a formal transition plan and training were to be implemented, it would be helpful to know where projects stand and how to continue them when taking office. Another of the SME's stated "a formal transition plan is like running in a race where you hand off the baton to the next runner, giving them the information they need, making sure they are set up for success so they can continue the race". Overall, the qualitative data highlights how important it is for information to be shared, regardless of how it is shared. Transparency to many of the interviewed SMEs is summarized as information sharing.

Recommendations

Recommendation #1: implement a formal transition plan and training to better prepare the incoming Supervisor and their staff.

It is recommended the County of Monterey implement a formal transition plan and training for the Board of Supervisors and their staff. The formal transition plan and training will prepare the incoming supervisor and their staff to take on the duties of the office and fill the role of a county supervisor, regardless of their prior work experience. A baseline or a template for incoming supervisors and their staff to use will allow them to know what questions to ask, have access to resources, and an understanding of basic operations. Without a formal transition plan and training, incoming supervisors and their staff spend the first few months trying to figure out what they do not know instead of doing the work of a county supervisor.

Not only is it important to have a plan for how to fill the role and responsibilities of a county supervisor, but there is also an aspect of on-boarding for how to be a County of Monterey employee that is necessary to ensure the supervisor and their staff can conduct county operations appropriately. For example, a training plan may help answer the questions of how to fill out a timesheet, how to purchase office supplies, and how much is within the district budget. The answers to these questions are not consistently shared during the existing transition even though they are required county tasks that need to be taught or shared to ensure the supervisor can conduct the business of their district.

Recommendation #2: implement a formal transition and training program to improve collaboration between the outgoing and the incoming supervisor.

The collaboration between the outgoing and incoming supervisor is critical for county operations and the success of the incoming supervisor. While the participants of this research strongly agree that collaboration between the outgoing and incoming supervisor is important, a formal transition plan and training would ensure that collaboration is facilitated with a formal process, apolitical of the election process. The formal transition plan should include standard

operating procedures on the following: appointment process for committee, commission, and board appointees, the Board of Supervisors referral process, office inventory, budget overview, agenda preparation, and ceremonial resolution requests. The aforementioned items are typically ongoing and impact the incoming supervisor when entering office.

The formal training would also focus on on-boarding and should include involvement from the Clerk of the Board's Office, Human Resources, and the County Administrative Office. The Clerk of the Board's Office works closely with the Board of Supervisors and could facilitate specific aspects of the clerk's role and how it impacts the supervisor and their staff. Human Resources could facilitate the typical personnel tasks, like confirming someone's right to work in the United States, and Human Resources could also facilitate the items that impact all county employees. Finally, the CAO would facilitate the information sharing between outgoing and incoming supervisors, especially if there is animosity from the campaign.

The on-boarding piece should contain county operational processes including: a tour of Monterey County facilities, meet & greets with department heads, an overview of the employee self-service online platform for personnel needs such as submitting timesheets, and contracts purchasing. The training piece should contain district office functions including constituent casework procedures, casework referrals, scheduling, organizational chart for the county, the role of the supervisor during a natural disaster/emergency, California State Association of Counties (CSAC), Fair Political Practices Policies (FPCC), The Brown Act requirements, and guidance for interacting with the media. All this information should be made available for the situation when an incoming supervisor does not know about these processes or policies. It is not intended to be needed for every supervisor, however, implementing a formal transition plan and training

will encourage collaboration, maintain consistency during a transition and allow the supervisor to enter office with resources.

Recommendation #3: implement a formal transition and training program to improve transparency and increase likelihood of continued work on district specific issues and ongoing projects.

The implementation of a formal transition plan and formal training will improve transparency. Within Recommendation #2, a variety of procedures and topics are recommended to be included in this formal plan which would increase the likelihood of the continued work on district specific projects. With a list of point of contacts, a database of constituent casework, and a status update on where projects within the district are at, the incoming supervisor and staff will be better positioned to continue the work. There is always a possibility that the incoming supervisor has different priorities than the outgoing supervisor. With different priorities, the incoming supervisor may choose to purposefully not continue the work. In that case, it is still appropriate to have a baseline of where projects are for the public's benefit.

Table 1: SMART criteria for each recommendation*SMART Criteria for Recommendations*

	<i>Recommendation 1</i>	<i>Recommendation 2</i>	<i>Recommendation 3</i>
<i>Specific</i>	Create and implement a formal transition plan that is overseen and facilitated by the CAO.	Create and implement a formal training that includes on-boarding with Human Resources and standard operating procedures with the Clerk of the Board.	Create and implement a formal transition plan that contains a database of ongoing projects, casework, and standard operating procedures.
<i>Measurable</i>	The formal transition plan will be measured through a review and approval process by the CAO, the Board of Supervisors to be adopted in the BoS policies.	The formal training plan will be measured through a review and approval process by the CAO, County Counsel, Clerk of the Board (COB), Director of Human Resources, and the Chair of the Board of Supervisors.	The formal transition plan containing a database of information will be outlined by this study's research and then given to the outgoing Supervisor and their staff to fill out for review by the CAO.
<i>Achievable</i>	Using this research, meet with the CAO and propose a committee of current and former staff to county supervisors to gather support for implementation.	Leverage the 100% agreement for implementing a formal training, meet with the COB and the Director of Human Resources to develop training resources for Supervisors and their staff.	By compiling existing documentation and incorporating insights from current staff, the guide can be assembled effectively.
<i>Relevant</i>	Directly supports assumption 1 of this research	Directly supports assumption 2 of this research	Directly supports assumption 3 of this research
<i>Time-bound</i>	Meet with the CAO within two months (by August) to share research findings and proposed recommendations.	Meet with the COB and the Director of HR within four months (by October) to develop a training resource guide.	Coordinate with the CAO, the incoming & outgoing Supervisor to schedule transition meetings in November. Before the transition meetings, the CAO will schedule time with the outgoing Supervisor to compile information in October.

By setting these SMART goals, the implementation of the transition plan and training program will be structured, measurable, and aligned with the overall objective of preparing the new Monterey County Supervisor and their staff effectively. In addition, a formal transition plan is recommended to be implemented by the County Administrative Officer or the Assistant CAO as the highest-level staff members in the county who are tasked with guiding the Board of Supervisors and County of Monterey operations. The CAO is best suited to implement and oversee the transition plan because the transition plan would require response from other county department heads and the CAO would have the authority to activate department head involvement. In addition, the lead staff member to implement and oversee the formal transition plan needs to be somewhat immune from feeling political pressure. The Clerk of the Board may feel pressure to say yes or no to an elected supervisor, therefore they would not be appropriate to implement and oversee the formal transition plan. This formal transition plan could mitigate political pressure on county staff and protect them from the negative impacts of working with elected officials.

Areas for Further Research

During this research, participants asked if there were examples from similar local government agencies. This study's literature review noted the Presidential Transition Act as an example of an implemented transition plan, however, the differences between the highest elected office in the nation compared to the elected county offices is vast and difficult to justify using as a template for local government. An area of further research would be to contact neighboring counties, such as the County of Santa Cruz, the County of San Luis Obispo, and the County of

San Benito to find out if those agencies have implemented formal transition plans and training for their Boards.

Another topic to consider is creating a policy of how to transition an office over in the event a county supervisor unexpectedly leaves office, due to removal or office, long term medical emergencies or death. During this study, a SME provided an example of when a county supervisor was unable to complete the duties for approximately eight months out of a year due to a medical condition, and then very suddenly died. The staff working for this supervisor continued working throughout their absence, however, the job of a staffer is tied to the supervisor. Therefore, more research needs to be done to consider what happens when a new supervisor takes over an unexpired term and what happens to the existing staff in that office.

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Appendix A: Gantt Chart

Activity/Task	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Continue Research								
Revise Chapters 1-3								
Develop survey								
Conduct Surveys & SME interviews								
Collect Data								
Analyze Survey & Interview Data								
Draft Chapters 4-5								
Prep PowerPoint								
Final edit of research paper and PowerPoint								
Present research paper and project								

Appendix B: Qualitative Data Collection Instruments

Research Topic: Evaluating the Elected Officials' Transition & Training Plan Impacting Monterey County Functionality or Productivity

Demographic Information

Gender: Please select the one that best describes you:

- ☐ Male
- ☐ Female
- ☐ Transgender
- ☐ Non-binary
- ☐ Prefer Not To Say

Age: Please select the one that best describes you:

- ☐ 30 and below
- ☐ 30-40
- ☐ 40-50
- ☐ 50-60
- ☐ 60 and above

Race: Please select the one that best describes you.

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Native Hawaiian or Pacific Islander
- ☐ White
- ☐ Two or more
- ☐ Prefer not to say

Ethnicity: Please select the one that best describes you.

- ☐ Hispanic or Latino
- ☐ Non-Hispanic or Latino

Education: Select the one that best describes you.

- _____ High School Diploma
- _____ Associates Degree (2 year college)
- _____ Bachelor's Degree (4 year college)
- _____ Graduate Degree
- _____ Postgraduate Degree

Number of Years at the County of Monterey: Select the one that applies to you.

- _____ 05 or below
- _____ 06-10
- _____ 11-15
- _____ 16-20
- _____ 21 or above

Position:

- _____ Current County Supervisor
- _____ Former County Supervisor
- _____ Current staff to a County Supervisor
- _____ Former staff to a County Supervisor
- _____ Others

Interview Protocol

Hello, my name is Colleen Courtney.

Today's discussion will last from 30-45-minutes in an interview, which I will taking notes on my laptop by typing almost word for word your response. You may answer some of the questions multiple times as we go through. Your answers will remain confidential and I will be the only one with access to the data. Do you have any questions before we begin?

Question 1 (Q1): What effect would a formal transition plan create?

Question 2 (Q2): How would formal training improve the smooth transition between outgoing and incoming Supervisors and their staff?

Question 3 (Q3): How would transparency ensure continuity of work for the Monterey County Board of Supervisors?

#	Core Questions	Follow-up Questions (1-2 questions only)
Q1.1	What effect would a formal transition plan create?	Is there a Department Head who should take lead on implementing a formal transition plan?
Q1.2	Why do you think a formal transition plan has not been implemented yet?	Is there even a need for a formal transition plan?
Q1.3	What specific challenges could be mitigated by implementing a formal transition plan in the political setting?	
Q2.1	How would formal training improve the smooth transition between outgoing and incoming Supervisors and their staff?	Did the CAO, County Counsel, or Clerk of the Board facilitate any aspect of the transition?
Q2.2	Can you tell me more about the transition you experienced?	What was missing from your transition experience?
Q2.3	What role does formal training play in maintaining consistency in management practices and team performance during the	

	transition between supervisors?	
Q3.1	How would transparency ensure the continuation of work for the Monterey County Board of Supervisors?	Were there any district specific projects left unfinished that could have been continued on after you transitioned out of the office?
Q3.2	Do you think transition planning will increase transparency?	
Q3.3	If there were a formal transition plan in place, what information would be helpful to have included?	What process should be followed?
4	What were you surprised to learn when you first took office?	<p>What were some of the biggest challenges you had when entering office?</p> <p>What tasks would have been helpful to be trained on?</p> <p>What was the District Office like when you first entered office? Were you set up for success?</p>

Thank you NOTE:

Thank you very much for your time and valuable input. The information provided will solely be used for research purposes, and the collected data will not be shared with anyone. If you have any questions in the future, please feel free to contact me at the contact details provided. Thank you again and have a great day!

Quantitative Data Collection Instrument**Research Topic: Evaluating the Elected Officials' Transition & Training Plan Impacting Monterey County Productivity****Demographic Information**

Gender: Please select the one that best describes you:

☐ Male

☐ Female

☐ Transgender

☐ Non-binary

☐ Prefer Not To Say

Age: Please select the one that best describes you:

☐ 30 or below

☐ 30-40

☐ 40-50

☐ 50-60

☐ 60 or above

Race: Please select the one that best describes you.

☐ American Indian or Alaska Native

☐ Asian

☐ Black or African American

☐ Native Hawaiian or Pacific Islander

☐ White

☐ Two or more

☐ Prefer not to say

Ethnicity: Please select the one that best describes you.

☐ Hispanic or Latino

☐ Non-Hispanic or Latino

Education: Select the one that best describes you.

- _____ High School Diploma
- _____ Associates Degree (2 year college)
- _____ Bachelor's Degree (4 year college)
- _____ Graduate Degree
- _____ Postgraduate Degree

Number of Years at the County of Monterey: Select the one that applies to you.

- _____ 05 or below
- _____ 06-10
- _____ 11-15
- _____ 16-20
- _____ 21 or above

Position:

- _____ Current County Supervisor
- _____ Former County Supervisor
- _____ Current staff to a County Supervisor
- _____ Former staff to a County Supervisor
- _____ Others

*Color Coordinated with research subquestions

Question 1 (Q1): What effect would a formal transition plan create?

Question 2 (Q2): How would formal training improve the smooth transition between outgoing and incoming Supervisors and their staff?

Question 3 (Q3): How would transparency ensure continuity of work for the Monterey County Board of Supervisors?

Yes or No questions –

Formal Transition Plan Inputs

Would a formal transition plan have a positive effect on the BoS? Yes / No

Should a formal transition plan be implemented for the BoS? Yes / No

Would a formal transition plan improve collaboration between incoming/outgoing Supervisors?
Yes / No

Would a formal transition plan help Supervisors Staff? Yes / No

Would a formal transition plan encourage continuity of on-going projects? Yes /
No

Would a formal transition plan improve transparency of district specific issues and projects?
Yes / No

Formal Training Inputs

Would a formal training have a positive effect on the BoS? Yes / No

Should a formal training be implemented for the BoS? Yes / No

Would a formal training improve collaboration between incoming/outgoing Supervisors?
Yes / No

Would a formal training help Supervisors Staff? Yes / No

Would a formal training encourage continuity of on-going projects? Yes / No

Would a formal training improve transparency of district specific issues and projects?
Yes / No

Training and On-boarding Experience Inputs

Within the first month of serving as a County Supervisor or working as staff:

Did you receive training on CSAC? Yes / No

Did you receive training on The Brown Act? Yes / No

Did you feel prepared to fill the role and complete the responsibilities? Yes / No

Did you receive training on how the County of Monterey operates? (i.e. Department Heads, structure, online platforms like Accela and MontereyCountyConnect) Yes / No

Did you receive training on the Fair Political Practices Commission (FPPC Form 700) ?
Yes / No

Do/Did you know who your Human Resources Analyst is? Yes / No

Were you shown how to navigate the Employee Self Service (ESS) site? Yes / No

Did you receive an overview of the Board of Supervisors Committees? Yes / No

Did you receive an overview of the Regional Boards, Committees and Commissions? Yes / No

Were you aware of how to appoint residents to county commissions? Yes / No

Were you provided process info on Board of Supervisor Ceremonial Resolutions? Yes / No

Transition inputs

Did you have regularly scheduled meetings with the prior Supervisor/staff? Yes / No

Did you have access to a constituent issue database/tracked information? Yes / No

Did you feel set up for success from the prior office? Yes / No

Did you feel comfortable working with the prior Supervisor/their staff? Yes / No

When your term/your Supervisor's term ended, did you have an exit interview? Yes / No

*Color coordinated with research assumptions

Assumption 1 (A1): THEN, County Supervisors and their staff will be better prepared for the work required.

Assumption 2 (A2): THEN, collaboration between incoming and outgoing Supervisors would improve.

Assumption 3 (A3): THEN, continuation of constituent services and transparency of the supervisorial district would be more efficient.

Likert's scale questions.

1: strongly disagree 2: disagree 3: neutral 4: agree 5: strongly agree

Please check the appropriate number that reflects your experience with the County of Monterey Board of Supervisors Department.

Statements	1	2	3	4	5
A1: I received training that allowed me to feel prepared					

A1: I think my colleagues were well prepared when they took office					
A1: I support implementing a Formal Training and Transition Plan for the Board of Supervisors and their staff					
A2: Collaboration between the out-going and in-coming Supervisor is important					
A2: A formal transition plan would improve collaboration between the out-going and in-coming Supervisor					
A2: Outgoing Supervisors need to provide transition plans to the CAO					
A3: A transition plan would improve consistency of district issues and projects					
A3: A formal training plan would improve efficiency of the district offices					
A3: A formal transition plan would create more transparency with what information is shared between the incoming and outgoing supervisors					

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