

Competency Assessment

2021 Core Competencies for Public Health Professionals: Tier 1

Adapted by the Public Health Foundation from an assessment developed by Janet Place, MPH, University of North Carolina (now at the University of South Carolina). Provided by the Council on Linkages Between Academia and Public Health Practice. May be modified as needed.

Technical Note: This assessment was designed for use with Adobe Acrobat/Reader. Scoring and other functions may not operate properly in other PDF viewers. To use the assessment, download and save this PDF form before entering your scores.

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Introduction

The [Core Competencies for Public Health Professionals](#) (Core Competencies) are a consensus set of foundational or crosscutting knowledge and skills for the broad practice of public health, as defined by the 10 Essential Public Health Services. The Core Competencies contain 56 competency statements that apply across the public health workforce for those engaged in the practice, education, and research of public health. Specific knowledge and skills related to these competency statements differ based on the responsibilities of an individual within an organization. The Core Competencies are organized into [three tiers](#), which describe different types of responsibilities within public health organizations. The tiers are used to organize subcompetencies, which articulate more detailed knowledge and skills for individuals with responsibilities related to each tier. The Core Competencies are also organized into eight skill areas, or [domains](#), that cut across public health disciplines. The purpose of this assessment is to help you explore your level of competence within these eight domains.

This competency assessment focuses on Tier 1 of the Core Competencies, which is defined as:

Tier 1: Front Line and Program Support Responsibilities. These may include responsibilities such as collecting and analyzing data, conducting restaurant inspections, assessing environmental hazards, providing health education, building community relationships, providing customer service, delivering services, coordinating meetings, organizing records, supporting programs, and providing technical expertise.

This competency assessment is primarily designed as a self-assessment. However, once you have completed the assessment, it may also be useful to discuss this information with a supervisor, mentor, coach, or colleagues who can help to guide you in your professional development. Results of the assessment may be useful in developing professional development goals, choosing learning opportunities that will help you reach your goals or meet requirements for your occupation or discipline, or developing a learning plan, among other activities. Organizations may also wish to use this assessment with all staff and aggregate results to inform workforce development activities within the organization.

By assessing your level of knowledge or skill for each competency statement described, you will be able to prioritize your learning time to focus on those areas that are most important to you and to concentrate where the need for training and learning may be greatest.

How to Complete This Competency Assessment

The competency assessment should take about 20 minutes to complete. It is divided into the following eight domains:

- Data Analytics and Assessment Skills
- Policy Development and Program Planning Skills
- Communication Skills
- Health Equity Skills
- Community Partnership Skills
- Public Health Sciences Skills
- Management and Finance Skills
- Leadership and Systems Thinking Skills

- 1) Read each competency statement listed within a domain.
- 2) In each domain, and for each competency statement, think about the level at which you are currently able to perform the skill. Then rate your level of proficiency on each competency statement by selecting the number on the following continuum that best describes your perceived level of expertise for that statement:

1 = None	I am unaware or have very little knowledge of the skill
2 = Aware	I have heard of, but have limited knowledge or ability to apply the skill
3 = Knowledgeable	I am comfortable with my knowledge or ability to apply the skill
4 = Proficient	I am very comfortable, am an expert, or could teach this skill to others

Note: The competency statements listed in each domain should be interpreted as broadly as possible to apply to your position and principal setting of employment. In the example below, you would select “4” for “Proficient” if you think you are excelling at this competency or select “1” for “None” if you feel you need a great deal of improvement. For each competency, rate yourself with respect to the competency statement (shown in bold), taking into consideration the subcompetencies below the competency statement.

Example:

To what degree are you able to effectively...describe factors that affect the health of a community?

1 = None	I am unaware or have very little knowledge of the skill
2 = Aware	I have heard of, but have limited knowledge or ability to apply the skill
3 = Knowledgeable	I am comfortable with my knowledge or ability to apply the skill
4 = Proficient	I am very comfortable, am an expert, or could teach this skill to others

- 3) At the end of each domain, there is a place to write any comments you have. For example, if you feel like an expert but may still want training or learning opportunities in a particular skill, please enter those comments in the comments section. If you feel more confident about some aspects of the skill and less confident about others, you could note that in the comments. Additionally, if particular areas are highly relevant or less relevant for your job, you may wish to note those. This information can help you in determining where to place emphasis on building knowledge and skills. You may also want to share this assessment with your supervisor, mentor, coach, colleagues, or others and ask them to add comments as well. Their perspectives can help you identify areas where you may have underestimated or overestimated your skills, as well as prioritize strategic areas for growth based on your job responsibilities and the priorities of your organization. All of these comments may be helpful to you and your supervisor in planning for your professional development.
- 4) After you have entered your responses for each domain, the sum of your scores will appear in the column next to "Total Score." Your average score will also appear in the column next to "Average Score" and in the corresponding row of the "Your Results" section at the end of the competency assessment.
- 5) Review your results and follow the guidance offered in the "Interpreting Your Results" section to determine your next steps.

Domain 1: Data Analytics and Assessment Skills

1 = None	I am unaware or have very little knowledge of the skill
2 = Aware	I have heard of, but have limited knowledge or ability to apply the skill
3 = Knowledgeable	I am comfortable with my knowledge or ability to apply the skill
4 = Proficient	I am very comfortable, am an expert, or could teach this skill to others

To what degree are you able to effectively...		
1	<p>Describe factors that affect the health of a community (e.g., income, education, laws, environment, climate change, resilience, homelessness, food security, access to healthcare, racial equity, distribution of resources and power, social and community engagement, changing demographics)</p> <ul style="list-style-type: none"> Identify factors affecting the health of a community Describe factors affecting the health of a community 	
2	<p>Access existing quantitative and qualitative data (e.g., community input, big data, vital statistics, electronic health records, transportation patterns, employment statistics, environmental monitoring, health equity impact assessments, revenue and expenditures)</p> <ul style="list-style-type: none"> Identify data needs (e.g., sub-county, real-time, trends, race and ethnicity, social determinants of health, surrounding jurisdictions, comparable jurisdictions for comparative purposes) Identify sources of existing data (e.g., what is available, what is accessible, how to access) Analyze the quality of existing data (e.g., accuracy, bias, completeness, validity, reliability, integrity, credibility, source, relevance, timeliness, applicability, generalizability) Analyze the comparability of existing data (e.g., data being age-adjusted to the same year, data variables across datasets having similar definitions, trends over time, differences in data collection instruments) Select existing data Identify gaps in existing data 	
3	<p>Collect quantitative and qualitative data</p> <ul style="list-style-type: none"> Explain the importance of data collection for designing, implementing, evaluating, and improving policies, programs, and services Select methods and tools for collecting data Use methods and tools for collecting data (e.g., using information technology, applying user experience principles, ensuring data integrity, leveraging national data standards and existing data systems, applying control techniques when handling data, providing real-time surveillance data, ensuring sufficient granularity to not hide disparities) 	

To what degree are you able to effectively...		
4	<p>Analyze quantitative and qualitative data</p> <ul style="list-style-type: none"> • Explain the importance of data analysis for designing, implementing, evaluating, and improving policies, programs, and services • Prepare data for analysis (e.g., coding data, cleaning data, structuring data, determining the quality of data, determining the comparability of data, de-identifying data) • Select methods and tools for analyzing data • Use methods and tools for analyzing data (e.g., using information technology, statistical software, Excel, qualitative data analysis software, GIS, spatial analysis; ensuring data integrity; applying control techniques when handling data; disaggregating data to not hide disparities) 	
5	<p>Manage quantitative and qualitative data</p> <ul style="list-style-type: none"> • Explain the importance of data management for designing, implementing, evaluating, and improving policies, programs, and services • Contribute to development of data management plans • Implement data management plans • Ensure protection of data (e.g., knowing what data are confidential, knowing what confidentiality entails, safeguarding confidential data, ensuring data integrity) • Ensure public availability of data (e.g., practicing FAIR principles, de-identifying data, implementing open data standards) 	
6	<p>Use quantitative and qualitative data</p> <ul style="list-style-type: none"> • Describe public health applications of data • Consider limitations of data (e.g., accuracy, bias, completeness, validity, reliability, integrity, credibility, source, relevance, timeliness, applicability, generalizability) • Recognize the context in which data were collected • Interpret data • Use data to determine the root causes of health disparities and inequities • Use data to inform plans and operations (e.g., strategic plan, quality improvement plan, professional development) 	
7	<p>Apply public health informatics in using data, information, and knowledge</p> <ul style="list-style-type: none"> • Explain the importance of public health informatics for designing, implementing, evaluating, and improving policies, programs, and services • Select public health informatics methods and tools • Use public health informatics methods and tools • Contribute to assessment of public health data systems • Recommend improvements to public health data systems 	

To what degree are you able to effectively...		
8	<p>Assess community health status</p> <ul style="list-style-type: none"> • Explain the importance of assessing community health status • Assess factors affecting health in a community (e.g., root causes of inequities; laws; access to affordable housing; access to transportation; access to healthy food; public health hazards; vulnerability and risks associated with climate change; quality, availability, accessibility, and use of health services; lead in housing; air and water quality; hazardous waste site location; extreme weather patterns; community resilience) • Identify health needs in a community (e.g., housing, transportation, food, chronic disease, immunization rates, tobacco use) • Identify assets and resources for improving health in a community (e.g., community coalitions, community-based organizations, public libraries, hospitals, businesses, faith-based organizations, community organizers, community development financial institutions, civic groups, advocacy groups, academic institutions, federal grants, fellowship programs, environmental agencies and organizations) • Identify public health programs and organizations with authority to address specific community health needs (e.g., lead in housing, water fluoridation, bike lanes, emergency preparedness, infectious disease outbreaks) • Identify laws that impact public health programs and organizations • Contribute to development of community health assessment 	
	Total Score (Add all scores and enter total here)	
	Average Score (Divide the “Total Score” by 8 and enter the result here and into the corresponding row of the “Your Results” section)	

Comments:

Domain 2: Policy Development and Program Planning Skills

1 = None	I am unaware or have very little knowledge of the skill
2 = Aware	I have heard of, but have limited knowledge or ability to apply the skill
3 = Knowledgeable	I am comfortable with my knowledge or ability to apply the skill
4 = Proficient	I am very comfortable, am an expert, or could teach this skill to others

To what degree are you able to effectively...		
1	<p>Develop policies, programs, and services</p> <ul style="list-style-type: none"> • Contribute to development of options for policies, programs, and services • Contribute to assessment of the feasibility and implications (e.g., fiscal, social, political, environmental, legal, geographic) of policies, programs, and services • Contribute to assessment of the equity of policies, programs, and services • Contribute to development of the rationale for policies, programs, and services 	
2	<p>Implement policies, programs, and services (e.g., within the organization, external to the organization, in collaboration with others)</p> <ul style="list-style-type: none"> • Identify individuals and organizations who can contribute to implementation of policies, programs, and services • Contribute to development of goals, measurable objectives, targets, and timeframes for policies, programs, and services • Contribute to development of strategies for implementing policies, programs, and services • Apply strategies for implementing policies, programs, and services • Connect individuals to programs and services (e.g., helping individuals navigate systems, linking individuals to healthcare or social services) • Contribute to monitoring of goals, measurable objectives, targets, and timeframes for policies, programs, and services 	
3	<p>Evaluate policies, programs, services, and organizational performance (e.g., outputs, outcomes, processes, procedures, return on investment)</p> <ul style="list-style-type: none"> • Explain the importance of evaluation for improving policies, programs, services, and organizational performance • Select evaluation methods and tools • Implement evaluation methods and tools 	

To what degree are you able to effectively...		
4	<p>Improve policies, programs, services, and organizational performance</p> <ul style="list-style-type: none"> • Use evaluation results to improve policies, programs, services, and organizational performance • Explain the importance of quality improvement for improving policies, programs, services, and organizational performance • Select quality improvement methods and tools (e.g., PDCA, Lean Six Sigma) • Implement quality improvement methods and tools to improve policies, programs, services, and organizational performance (e.g., identifying opportunities to apply quality improvement, building a culture of quality, integrating quality improvement into daily work, sustaining improvement) • Engage in continuous improvement of policies, programs, services, and organizational performance 	
5	<p>Influence policies, programs, and services external to the organization (e.g., zoning, transportation, housing, education)</p> <ul style="list-style-type: none"> • Identify opportunities to influence policies, programs, and services external to the organization • Contribute to determination of priorities for influencing policies, programs, and services external to the organization • Contribute to development of strategies to influence policies, programs, and services external to the organization • Contribute to implementation of strategies to influence policies, programs, and services external to the organization 	
6	<p>Engage in organizational strategic planning</p> <ul style="list-style-type: none"> • Contribute to development of organizational strategic plan • Implement organizational strategic plan • Monitor events and trends (e.g., health, fiscal, social, political, environmental) impacting implementation of organizational strategic plan • Monitor impact of organizational strategic plan • Contribute to adjustment of organizational strategic plan for continuous improvement 	
7	<p>Engage in community health improvement planning</p> <ul style="list-style-type: none"> • Contribute to development of community health improvement plan • Implement community health improvement plan • Monitor events and trends (e.g., health, fiscal, social, political, environmental) impacting implementation of community health improvement plan • Monitor impact of community health improvement plan • Contribute to adjustment of community health improvement plan for continuous improvement 	

	Total Score (Add all scores and enter total here)	
	Average Score (Divide the "Total Score" by 7 and enter the result here and into the corresponding row of the "Your Results" section)	

Comments:

Domain 3: Communication Skills

- | | |
|-------------------|---|
| 1 = None | I am unaware or have very little knowledge of the skill |
| 2 = Aware | I have heard of, but have limited knowledge or ability to apply the skill |
| 3 = Knowledgeable | I am comfortable with my knowledge or ability to apply the skill |
| 4 = Proficient | I am very comfortable, am an expert, or could teach this skill to others |

To what degree are you able to effectively...	
1	<p>Determine communication strategies</p> <ul style="list-style-type: none"> • Identify purposes and goals for disseminating public health data and information • Identify public health data and information that need to be disseminated • Identify audiences for public health data and information • Assess the literacy of internal and external audiences (e.g., reading level; ability to obtain, interpret, and use health and other information; social media literacy; numeracy) • Assess the communication needs and preferences of internal and external audiences (e.g., language, culture, values and beliefs, fears and concerns, previous experiences) • Develop messaging for disseminating public health data and information • Suggest approaches for disseminating public health data and information (e.g., email, letters, stories, press releases, infographics, social media/networks, peer-to-peer networks, news and entertainment outlets, newsletters, journals, town hall meetings, neighborhood gatherings, websites, webinars, podcasts, presentations, conferences, reports, data repositories) • Suggest messengers for disseminating public health data and information (e.g., public health professionals, scientists, healthcare workers, journalists, social influencers, celebrities, faith leaders, community health workers)

To what degree are you able to effectively...		
2	<p>Communicate with internal and external audiences (e.g., staff, elected officials, students, volunteers, community-based organizations, healthcare professionals, the public)</p> <ul style="list-style-type: none"> • Communicate with linguistic and cultural proficiency (e.g., tailoring messages for different audiences, using age-appropriate materials, incorporating images, using plain language, implementing CLAS Standards, ensuring accessibility for people with disabilities, engaging interpreters and translators) • Engage in active listening • Seek input from internal and external audiences (e.g., populations served, coworkers, chambers of commerce, faith-based organizations, schools, social services organizations, hospitals, politicians, policymakers, government, community-based organizations, environmental agencies and organizations, businesses) • Communicate the impact of environmental factors, social factors, and individual actions on health (e.g., climate change, air and water quality, racism, smoking, littering, getting vaccinated, poverty, homelessness) • Engage in risk communication • Communicate information to influence behavior and improve health (e.g., promoting mask use, encouraging vaccinations, preparing for emergencies, discouraging tobacco use) • Communicate the roles and responsibilities of governmental public health, healthcare, and other partners in improving the health of a community 	
3	<p>Respond to information, misinformation, and disinformation (e.g., through social media, town hall meetings, commentaries, letters to the editor)</p> <ul style="list-style-type: none"> • Monitor information sources • Identify opportunities for responding to information, misinformation, and disinformation • Suggest approaches for responding to information, misinformation, and disinformation • Suggest messengers for responding to information, misinformation, and disinformation • Develop messaging for responding to information, misinformation, and disinformation • Disseminate messages in response to information, misinformation, and disinformation 	

To what degree are you able to effectively...		
4	<p>Facilitate communication among individuals, groups, and organizations</p> <ul style="list-style-type: none"> • Identify opportunities to facilitate communication • Foster communication (e.g., building trust, engaging in active listening, conducting in-person and virtual meetings, considering language and accessibility needs, being clear and transparent) 	
	Total Score (Add all scores and enter total here)	
	Average Score (Divide the "Total Score" by 4 and enter the result here and into the corresponding row of the "Your Results" section)	

Comments:

Domain 4: Health Equity Skills

1 = None	I am unaware or have very little knowledge of the skill
2 = Aware	I have heard of, but have limited knowledge or ability to apply the skill
3 = Knowledgeable	I am comfortable with my knowledge or ability to apply the skill
4 = Proficient	I am very comfortable, am an expert, or could teach this skill to others

To what degree are you able to effectively...		
1	<p>Apply principles of ethics, diversity, equity, inclusion, and justice (e.g., Public Health Code of Ethics, Health Insurance Portability and Accountability Act)</p> <ul style="list-style-type: none"> • Apply principles of ethics, diversity, equity, inclusion, and justice in designing, implementing, evaluating, and improving policies, programs, and services (e.g., collecting data, managing programs, ensuring transparency) • Apply principles of ethics, diversity, equity, inclusion, and justice in designing, implementing, evaluating, and improving education and training (e.g., designing curricula for MPH students, onboarding staff) • Apply principles of ethics, diversity, equity, inclusion, and justice in designing, implementing, evaluating, and improving research (e.g., ensuring patient confidentiality, protecting human subjects, complying with the Americans with Disabilities Act) • Demonstrate principles of ethics, diversity, equity, inclusion, and justice in all interactions with individuals, organizations, and communities 	
2	<p>Engage in continuous self-reflection about one's biases (e.g., perceptions, assumptions, stereotypes)</p> <ul style="list-style-type: none"> • Identify one's biases • Identify how one's biases influence policies, programs, and services 	
3	<p>Recognize the diversity of individuals and populations</p> <ul style="list-style-type: none"> • Describe the diversity of individuals and populations in a community (e.g., language, culture, values, socioeconomic status, geography, education, race, gender identity, age, ethnicity, sexual orientation, profession, religious affiliation, mental and physical abilities, historical experiences) • Describe how diversity influences policies, programs, services, and the health of a community • Address the diversity of individuals and populations when developing, implementing, evaluating, and improving policies, programs, and services 	

To what degree are you able to effectively...		
4	<p>Reduce systemic and structural barriers that perpetuate health inequities (e.g., racism, sexism, bigotry, poverty, gender discrimination)</p> <ul style="list-style-type: none"> • Collaborate with the community to identify systemic and structural barriers that perpetuate health inequities (e.g., discriminatory policies and practices, lack of affordable housing or public transportation, food deserts) • Collaborate with the community to reduce systemic and structural barriers that perpetuate health inequities (e.g., promoting human rights, social justice, and environmental justice; eliminating racism) 	
5	<p>Implement organizational policies, programs, and services to achieve health equity and social and environmental justice</p> <ul style="list-style-type: none"> • Contribute to assessment of the impact of organizational policies, programs, and services on health equity and social and environmental justice • Contribute to development of organizational policies, programs, and services to achieve health equity and social and environmental justice • Contribute to implementation of organizational policies, programs, and services to achieve health equity and social and environmental justice 	
6	<p>Contribute to achieving and sustaining a diverse, inclusive, and competent public health workforce</p> <ul style="list-style-type: none"> • Identify opportunities for achieving and sustaining a diverse, inclusive, and competent public health workforce • Identify barriers to achieving and sustaining a diverse, inclusive, and competent public health workforce • Contribute to development of strategies for achieving and sustaining a diverse, inclusive, and competent public health workforce • Contribute to implementation of strategies for achieving and sustaining a diverse, inclusive, and competent public health workforce 	
7	<p>Advocate for health equity and social and environmental justice (e.g., for reforming systems contributing to racism, advancing fair housing practices, changing labor laws and policies, protecting communities from environmental hazards)</p> <ul style="list-style-type: none"> • Identify opportunities to advocate for health equity and social and environmental justice • Engage in advocacy for health equity and social and environmental justice 	

	Total Score (Add all scores and enter total here)	
	Average Score (Divide the "Total Score" by 7 and enter the result here and into the corresponding row of the "Your Results" section)	

Comments:

Domain 5: Community Partnership Skills

1 = None	I am unaware or have very little knowledge of the skill
2 = Aware	I have heard of, but have limited knowledge or ability to apply the skill
3 = Knowledgeable	I am comfortable with my knowledge or ability to apply the skill
4 = Proficient	I am very comfortable, am an expert, or could teach this skill to others

To what degree are you able to effectively...		
1	<p>Describe conditions, systems, and policies affecting community health and resilience (e.g., social and institutional inequities, determinants of health, structural racism, historical trauma, gender discrimination, power dynamics, natural disasters, poverty, housing, trust, local politics, competition, redlining)</p> <ul style="list-style-type: none"> • Explain the importance of a healthy and resilient community • Describe historical conditions, systems, and policies affecting community health and resilience and contributing to health disparities and inequities • Describe current conditions, systems, and policies affecting community health and resilience and contributing to health disparities and inequities 	
2	<p>Establish relationships to improve community health and resilience (e.g., partnerships with organizations serving the same population, health departments, healthcare institutions, academic institutions, politicians and other policymakers, environmental agencies and organizations, emergency response organizations, businesses, financial institutions, housing authorities, public transit, customers/clients)</p> <ul style="list-style-type: none"> • Identify existing relationships affecting community health and resilience (e.g., relationships among health departments, hospitals, community health centers, primary care providers, schools, community-based organizations, environmental agencies and organizations, businesses, financial institutions, housing authorities, and other types of organizations) • Identify relationships that may be needed to improve community health and resilience • Build relationships to improve community health and resilience 	
3	<p>Maintain relationships that improve community health and resilience</p> <ul style="list-style-type: none"> • Explain the impact relationships are having on community health and resilience • Suggest relationships that should be maintained to improve community health and resilience • Contribute to development of strategies for maintaining relationships that improve community health and resilience • Implement strategies for maintaining relationships that improve community health and resilience 	

To what degree are you able to effectively...		
4	<p>Collaborate with community members and organizations</p> <ul style="list-style-type: none"> • Explain the importance of collaborating with community members and organizations to identify and address community health and resilience needs • Collaborate with community members and organizations to identify community health and resilience needs • Collaborate with community members and organizations to identify assets and resources for improving community health and resilience (e.g., community coalitions, community-based organizations, public libraries, hospitals, businesses, faith-based organizations, community organizers, community development financial institutions, civic groups, advocacy groups, academic institutions, federal grants, fellowship programs, environmental agencies and organizations) • Collaborate with community members and organizations to address community health and resilience needs (e.g., engaging diverse groups in developing and implementing plans and programs, engaging in asset-based community development, making decisions with the community, engaging community organizations in the delivery of services, coordinating emergency response, valuing critical input) • Collaborate with community members and organizations to assess the impact of policies, programs, and services on community health and resilience • Collaborate with community members and organizations to improve policies, programs, and services • Ensure accountability to the community (e.g., being transparent and inclusive, taking responsibility for decisions and their consequences) 	
5	<p>Share power and ownership with community members and others</p> <ul style="list-style-type: none"> • Recognize the power and ownership that exist within a community • Recognize the power structure and dynamics within a community • Ensure power and ownership are shared with community members and others 	
	Total Score (Add all scores and enter total here)	
	Average Score (Divide the “Total Score” by 5 and enter the result here and into the corresponding row of the “Your Results” section)	

Comments:

Domain 6: Public Health Sciences Skills

1 = None	I am unaware or have very little knowledge of the skill
2 = Aware	I have heard of, but have limited knowledge or ability to apply the skill
3 = Knowledgeable	I am comfortable with my knowledge or ability to apply the skill
4 = Proficient	I am very comfortable, am an expert, or could teach this skill to others

To what degree are you able to effectively...		
1	<p>Describe systems, policies, and events impacting public health (e.g., slavery, colonialism, John Snow and the London cholera outbreak, smallpox eradication, development of vaccines, Tuskegee Syphilis Study, fluoridation of drinking water, Jim Crow laws, establishment of Medicare and Medicaid, Americans with Disabilities Act, seatbelt legislation, banning tobacco in public buildings, death penalty, gun violence, globalization, deforestation, climate change, COVID-19 pandemic)</p> <ul style="list-style-type: none"> Describe historical systems, policies, and events impacting public health Describe current systems, policies, and events impacting public health 	
2	<p>Apply public health sciences (e.g., biostatistics, epidemiology, environmental health, health services administration, social and behavioral sciences, and public health informatics) in delivering the 10 Essential Public Health Services</p> <ul style="list-style-type: none"> Use public health sciences in delivering the 10 Essential Public Health Services 	
3	<p>Use evidence in developing, implementing, evaluating, and improving policies, programs, and services</p> <ul style="list-style-type: none"> Access evidence from print and electronic sources to support decision making Interpret evidence to support decision making Determine limitations of evidence (e.g., validity, reliability, sample size, bias, generalizability) Apply evidence in developing, implementing, evaluating, and improving policies, programs, and services (e.g., translating research for practice, considering public perspectives and opinions, navigating power dynamics) Suggest partnerships that may increase use of evidence in public health practice (e.g., between practice and academic organizations, in cross-sector collaborations, with health sciences libraries) Maintain partnerships that increase use of evidence in public health practice 	

To what degree are you able to effectively...		
4	<p>Contribute to the evidence base for improving health</p> <ul style="list-style-type: none"> • Engage in community-based participatory research • Participate in partnerships to produce evidence for improving the public's health (e.g., Public Health Practice-Based Research Networks, academic health department partnerships) • Disseminate evidence for improving the public's health (e.g., writing journal articles, reviewing manuscripts, making data available to researchers, sharing research findings on social media, telling stories) 	
	Total Score (Add all scores and enter total here)	
	Average Score (Divide the "Total Score" by 4 and enter the result here and into the corresponding row of the "Your Results" section)	

Comments:

Domain 7: Management and Finance Skills

1 = None	I am unaware or have very little knowledge of the skill
2 = Aware	I have heard of, but have limited knowledge or ability to apply the skill
3 = Knowledgeable	I am comfortable with my knowledge or ability to apply the skill
4 = Proficient	I am very comfortable, am an expert, or could teach this skill to others

To what degree are you able to effectively...		
1	<p>Describe factors that affect the health of an organization (e.g., equitable and fair treatment of employees, support from the governing body and community, sustainability of funding, training of managers)</p> <ul style="list-style-type: none"> Identify factors affecting the health of an organization Describe factors affecting the health of an organization 	
2	<p>Secure human resources (e.g., staff, interns, consultants, volunteers)</p> <ul style="list-style-type: none"> Contribute to determination of human resources needed for organizational infrastructure, programs, and services Contribute to development of strategies to recruit a diverse, inclusive, and competent workforce Contribute to implementation of strategies to recruit a diverse, inclusive, and competent workforce Contribute to recruitment of a diverse, inclusive, and competent workforce 	
3	<p>Manage human resources</p> <ul style="list-style-type: none"> Contribute to development of strategies to retain a diverse, inclusive, and competent workforce Contribute to implementation of strategies to retain a diverse, inclusive, and competent workforce Contribute to monitoring of workforce satisfaction Contribute to development of strategies to improve workforce satisfaction Contribute to implementation of strategies to improve workforce satisfaction Contribute to development of individual professional development plans Engage in continuous improvement of individual performance Foster a healthy work environment (e.g., prioritizing diversity, inclusivity, and belonging; creating a safe space for diverse perspectives; encouraging sharing of ideas; respecting different points of view; motivating colleagues; resolving conflicts; supporting colleague mental and physical health needs; addressing burnout) 	

To what degree are you able to effectively...		
4	<p>Engage in professional development (e.g., training, mentoring, peer advising, coaching, drills, exercises)</p> <ul style="list-style-type: none"> • Recognize one's own professional development needs (e.g., determining knowledge and skills needed for success in one's job, identifying gaps in desired knowledge and skills) • Participate in professional development opportunities • Collaborate with individuals and teams to determine professional development needs • Support individuals and teams in engaging in professional development (e.g., promoting a culture of lifelong learning, identifying training opportunities, encouraging peer-to-peer learning) 	
5	<p>Secure financial resources</p> <ul style="list-style-type: none"> • Contribute to determination of financial resources needed for organizational infrastructure, programs, and services • Describe public health funding mechanisms (e.g., categorical grants, fees, third-party reimbursement, tobacco taxes) • Contribute to justification of programs for inclusion in organizational budgets • Contribute to development of program budgets • Contribute to development of strategies to secure financial resources (e.g., preparing proposals for funding, providing data, seeking input from partners) • Contribute to implementation of strategies to secure financial resources 	
6	<p>Manage financial resources</p> <ul style="list-style-type: none"> • Contribute to determination of how financial resources are distributed • Contribute to development of contracts and other agreements for products and services • Contribute to monitoring of program budgets 	
7	<p>Implement organizational policies, programs, and services to achieve diversity, equity, inclusion, and justice</p> <ul style="list-style-type: none"> • Contribute to assessment of the impact of organizational policies, programs, and services on diversity, equity, inclusion, and justice • Contribute to development of organizational policies, programs, and services to achieve diversity, equity, inclusion, and justice • Contribute to implementation of organizational policies, programs, and services to achieve diversity, equity, inclusion, and justice 	
8	<p>Manage programs and services</p> <ul style="list-style-type: none"> • Contribute to development of work plans • Contribute to implementation of work plans • Contribute to monitoring of work plans 	

To what degree are you able to effectively...		
9	<p>Engage in contingency planning (e.g., for emergencies, succession, cross-training staff, continuity of operations, economic downturns)</p> <ul style="list-style-type: none"> • Contribute to development of contingency plans • Contribute to implementation of contingency plans 	
10	<p>Apply critical thinking in decision making</p> <ul style="list-style-type: none"> • Determine how data and information can be used in decision making • Consider factors (e.g., fiscal, social, political, environmental, legal, geographic) influencing decisions • Consider potential unintended consequences of decisions • Demonstrate the importance of using evidence in decision making • Make evidence-informed decisions 	
11	<p>Engage individuals and teams to achieve program and organizational goals</p> <ul style="list-style-type: none"> • Identify individuals with the expertise to achieve program and organizational goals • Engage individuals to achieve program and organizational goals • Describe how diverse and inclusive teams help achieve program and organizational goals • Participate in teams to achieve program and organizational goals (e.g., collaborating across departments) • Engage teams to achieve program and organizational goals (e.g., identifying when to bring a team into a project, recognizing when to lead and when to follow, leading a team) 	
12	<p>Facilitate collaboration among individuals, groups, and organizations</p> <ul style="list-style-type: none"> • Identify opportunities for collaboration • Foster collaboration (e.g., building trust, engaging in active listening, convening interested parties) 	
13	<p>Engage in performance management</p> <ul style="list-style-type: none"> • Explain the importance of performance management for program, organizational, and community health improvement (e.g., achieving performance objectives and targets, increasing efficiency, refining processes, meeting <i>Healthy People</i> objectives, sustaining accreditation, ensuring accountability, managing grants and contracts, determining collective impact of community initiatives) • Describe program performance standards and measures • Implement performance management system 	
	Total Score (Add all scores and enter total here)	
	Average Score (Divide the “Total Score” by 13 and enter the result here and into the corresponding row of the “Your Results” section)	

Comments:

Domain 8: Leadership and Systems Thinking Skills

1 = None	I am unaware or have very little knowledge of the skill
2 = Aware	I have heard of, but have limited knowledge or ability to apply the skill
3 = Knowledgeable	I am comfortable with my knowledge or ability to apply the skill
4 = Proficient	I am very comfortable, am an expert, or could teach this skill to others

To what degree are you able to effectively...		
1	<p>Create opportunities to achieve cross-sector alignment (e.g., community coalitions, academic health department partnerships)</p> <ul style="list-style-type: none"> • Explain the importance of public health, healthcare, and other organizations working together to impact the health of a community • Describe how governmental public health programs and organizations are structured and function • Describe the programs and services provided by governmental and non-governmental organizations that impact the health of a community • Describe the ways public health, healthcare, and other organizations can work together or individually to impact the health of a community • Describe public health as part of a larger inter-related system of organizations that influence the health of populations at local, national, and global levels 	
2	<p>Implement a vision for a healthy community</p> <ul style="list-style-type: none"> • Collaborate with individuals and organizations to develop a vision for a healthy community (e.g., emphasis on prevention, health equity for all, excellence and innovation, building community resilience after emergencies) • Collaborate with individuals and organizations to implement a vision for a healthy community 	

To what degree are you able to effectively...		
3	<p>Address facilitators and barriers impacting delivery of the 10 Essential Public Health Services</p> <ul style="list-style-type: none"> • Identify internal and external facilitators impacting delivery of the 10 Essential Public Health Services (e.g., conducting a SWOT analysis, mind mapping, using root cause analysis, engaging in problem solving) • Identify internal and external barriers impacting delivery of the 10 Essential Public Health Services (e.g., conducting a SWOT analysis, mind mapping, using root cause analysis, engaging in problem solving) • Contribute to development of strategies to enhance facilitators impacting delivery of the 10 Essential Public Health Services • Contribute to implementation of strategies to enhance facilitators impacting delivery of the 10 Essential Public Health Services • Contribute to development of strategies to reduce barriers impacting delivery of the 10 Essential Public Health Services • Contribute to implementation of strategies to reduce barriers impacting delivery of the 10 Essential Public Health Services 	
4	<p>Create opportunities for creativity and innovation</p> <ul style="list-style-type: none"> • Identify opportunities for creativity and innovation • Foster creativity and innovation (e.g., inviting diverse perspectives, challenging assumptions, learning from successes and failures) 	
5	<p>Respond to emerging needs</p> <ul style="list-style-type: none"> • Identify emerging needs (e.g., using surveillance data, tracking hospital admissions, listening to the community, monitoring social media and Google Trends) • Address emerging needs (e.g., identifying resources, adapting, pivoting rapidly, being flexible, reducing disparities, collaborating with the community, working with governmental agencies, taking action with incomplete information, maintaining operations during emergencies, supporting resilience and recovery) 	
6	<p>Manage organizational change</p> <ul style="list-style-type: none"> • Explain the importance of organizational change • Contribute to development of a shared vision • Participate in the change process • Identify changes needed to implement a shared vision • Manage uncertainty (e.g., navigating challenges, addressing concerns, displaying empathy, recognizing facilitators and barriers, minimizing disruption) • Contribute to implementation of a shared vision 	

To what degree are you able to effectively...		
7	<p>Engage politicians, policymakers, and the public to support public health infrastructure (e.g., funding, workforce, legal authority, facilities, data systems)</p> <ul style="list-style-type: none"> • Explain the importance of engaging with politicians, policymakers, and the public to support public health infrastructure • Demonstrate the essential role of governmental public health in promoting and protecting health in a community • Demonstrate the essential role of diversity, equity, inclusion, and justice in promoting and protecting health in a community • Build public confidence and trust in public health professionals and messages (e.g., demonstrating empathy, validating fears and concerns, acknowledging mistakes, framing messages for different audiences, addressing misinformation and disinformation) • Demonstrate how politicians, policymakers, and the public can support public health infrastructure 	
8	<p>Advocate for public health</p> <ul style="list-style-type: none"> • Explain the importance of engaging in advocacy • Describe the differences between educating and lobbying • Advocate for the role of public health (e.g., in providing population health services, preparing for and responding to emergencies, working with others to address determinants of health) • Advocate for policies, programs, and services to improve community health and resilience • Advocate for a diverse, inclusive, and competent public health workforce • Advocate for flexible and sustainable resources for public health 	
	Total Score (Add all scores and enter total here)	
	Average Score (Divide the “Total Score” by 8 and enter the result here and into the corresponding row of the “Your Results” section)	

Comments:

Your Results

The average score from each domain should appear in the corresponding row below.

Domain	Average Score
1: Data Analytics and Assessment Skills	
2: Policy Development and Program Planning Skills	
3: Communication Skills	
4: Health Equity Skills	
5: Community Partnership Skills	
6: Public Health Sciences Skills	
7: Management and Finance Skills	
8: Leadership and Systems Thinking Skills	

Interpreting Your Results

Based on the averages you have for each domain in the “Your Results” section above, you are now ready to identify the strengths in your practice and the areas that you would like to improve or strengthen.

For example, if you have scored a “1” in any domain that is highly relevant to your job responsibilities, you will want to consider focusing your time and energy toward achieving the competencies in that domain, followed by domains in which you scored a “2,” with a lower priority given to domains in which you scored a “3” or higher.

Once you have identified your priorities, you can use this information to guide you in engaging in a discussion with your supervisor, mentor, or coach; choosing learning opportunities that will help you reach your goals and meet the requirements for continuing competence in your occupation or discipline; and developing a learning plan with one or more personal professional goals for the next year.

Engaging with your supervisor, mentor, or coach offers a valuable way to get feedback to round out and interpret your assessment results. Their perspectives can help you identify areas where you may have underestimated or overestimated your skills, as well as prioritize strategic areas for growth based on your job responsibilities and the priorities of your organization. Competency assessments are not meant to be punitive, but to help identify opportunities for professional development to help you grow within your organization and achieve your career goals. Having an open conversation with your supervisor can allow you to explore what opportunities are available to you and determine steps for pursuing them.

Training offers a way to begin building knowledge and skills in the competency areas you have identified as priorities. Relevant training may be provided by a variety of organizations such as government agencies, academic institutions, public health training centers, and nonprofit organizations. One resource for locating such training is the [TRAIN Learning Network](#), which offers training and other learning opportunities for public health, healthcare, behavioral health, preparedness, and other health professionals from thousands of training providers. As you set your professional development goals and develop a learning plan, you can incorporate these courses and keep track of your progress over time.

Assistance with this assessment and the TRAIN Learning Network is available through the [Public Health Foundation](#) (PHF). For assistance using this resource, please contact competencies@phf.org.

For More Information

Additional information about the Core Competencies can be found at phf.org/corecompetencies. Questions or requests for information may be sent to competencies@phf.org.

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