Staff Training Needs Assessment
Bloomington Public Health

Purpose

The purpose of this assessment is to determine the training needs for Bloomington Public Health staff and leadership. The assessment is composed of two key collection parts, a staff core competency assessment and a competency prioritization process conducted by agency leadership. It is the combination of these two assessments which determines the overall training needs of Bloomington Public Health employees.

Background

In 2014, BPH chose the Council on Linkages Core Competencies for Public Health Professionals, as those most needed for the division’s success as a public health agency. These competencies represent BPH’s expectations of competent performance in public health and will be used to guide professional development and training in its workforce.

Arranged in three tiers to reflect progressive levels of responsibility (entry level; supervisors and managers; senior managers and CEO’s), the Core Competencies are categorized by eight areas of practice:

- Analytical/assessment skills
- Policy development/program planning skills
- Communication skills
- Cultural competency skills
- Community dimensions of practice skills
- Public health sciences skills
- Financial planning and management skills


Methods

In 2014, in collaboration with the Minnesota Department of Health (MDH) Office of Performance Improvement (OPI), all staff were asked to complete the Council on Linkages Core Competencies for Public Health Professionals assessments. These assessments varied by tier, with front-line staff completing the tier 1 assessment, grant coordinators and program supervisors completing tier 2 and program managers and Administrators completing tier 3. While this structure differs somewhat from other agency’s administration of the assessments, the tier distribution was determined adequate for BPH due to the agency’s smaller size comparative to the Core Competencies intended design. Core Competencies are assessed on a 4 point scale of self-reported competency in the area, 4 being the highest level. Aggregate results of this assessment by tier and overall are attached (Appendix A).

At the same time that the Core Competency Assessment was conducted, and also through collaboration with MDH – OPI, program managers completed a prioritization of the 8 domains included in the Core Competency framework: (Appendix B). The results of the staff competency assessments and domain prioritizations were combined to determine the training needs of the agency as a whole. Assessment and prioritization analysis were conducted according to guidance from the Council on Linkages to form a Core Competency High Yield Analysis (Appendix C).

Detailed information on methods of analysis are provided by the Public Health Foundation and Council on Linkages attached (Appendix D).
Results

Core Competency Assessment Results:

The analysis of the competency assessment and prioritization process differed by Tier and so will be assessed here by each tier. Competency assessment results are also displayed on figures in Appendix A.

Tier 1:

Tier 1 results represent frontline staff. This tier had a response rate of 79.4%. From highest competency to lowest competency, the results are as follows:

Domain (average competency rating)

1. Cultural Competency (2.90)
2. Communication (2.48)
3. Leadership and Systems Thinking (2.44)
4. Community Dimensions of Practice (2.42)
5. Analytical Assessment (2.37)
6. Public Health Sciences (2.24)
7. Policy Development/Program Planning (2.21)
8. Financial Planning and Management (2.07)

Tier 2:

Tier 2 results represent coordinators and supervisors. This tier had a response rate of 87.5%. From highest competency to lowest competency, the results are as follows:

Domain (average competency rating)

1. Cultural Competency (3.07)
2. Public Health Sciences (2.83)
3. Leadership and Systems Thinking (2.82)
4. Analytical Assessment (2.76)
5. Communication (2.64)
6. Community Dimensions of Practice (2.51)
7. Policy Development/Program Planning (2.39)
8. Financial Planning and Management Skills (2.20)
Staff Training Needs Assessment
Bloomington Public Health

Tier 3:

Tier 3 results represent program managers and administrators. This tier had a response rate of 100%.
From highest competency to lowest competency, the results are as follows:

Domain (average competency rating)

1. Leadership and Systems Thinking (3.17)
2. Communication (3.16)
3. Community Dimensions of Practice (3.01)
4. Analytical Assessment (2.96)
5. Cultural Competency (2.96)
6. Financial Planning and Management (2.91)
7. Policy Development/Program Planning (2.90)
8. Public Health Sciences (2.57)

Tiers Average:

The following results represent the average competency rating of all three tiers. From highest competency to lowest competency, the results are as follows:

Domain (average competency rating)

1. Cultural Competency (2.98)
2. Communication (2.90)
3. Leadership and Systems Thinking (2.81)
4. Analytical Assessment (2.70)
5. Community Dimensions of Practice (2.65)
6. Public Health Sciences (2.55)
7. Policy Development/Program Planning (2.50)
8. Financial Planning and Management (2.39)

Domain Prioritization Results:

The following domain prioritizations were determined through a systematic process by program managers and administrators. From highest priority to lowest priority, the results are as follows:

1. Financial Planning Management
2. Leadership Systems Thinking
3. Cultural Competency
4. Communication
5. Community Dimensions of Practice
6. Policy Development/Program Planning
7. Analytical Assessment
8. Public Health Sciences

For a detailed figure of the prioritization results see Appendix B.
Staff Training Needs Assessment  
Bloomington Public Health

High Yield Analysis Results:

The combination of the core competency analysis and domain prioritizations results in a four sector grid of training needs distribution. The first section of the grid contains higher priority areas where competency is relatively low. The second sector contains higher priority areas where competency is relatively high. The third sector contains lower priority areas where competency is relatively high. The fourth sector contains lower priority areas where competency is relatively low. Table 1 contains the combined high yield analysis for each tier as well as the aggregated results for all tiers.

Table 1:

<table>
<thead>
<tr>
<th>Matrix Key</th>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
<th>All Tiers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I Develop:</strong> Higher priority areas where competency is still relatively low</td>
<td>Financial Planning and Management Skills</td>
<td>Financial Planning and Management Skills</td>
<td>Cultural Competency Skills</td>
<td>Financial Planning and Management Skills</td>
</tr>
<tr>
<td></td>
<td>(Hi)</td>
<td>(Hi)</td>
<td>Communication Skills</td>
<td>(Hi)</td>
</tr>
<tr>
<td><strong>IV De-emphasize:</strong> Lower priority areas where competency is relatively low.</td>
<td>Analytical Assessment Skills</td>
<td>Cultural Competency Skills</td>
<td>Leadership and Systems Thinking Skills</td>
<td>Analytical Assessment Skills</td>
</tr>
<tr>
<td></td>
<td>(Lo)</td>
<td>(Hi)</td>
<td>(Hi)</td>
<td>(Hi)</td>
</tr>
<tr>
<td><strong>II Leverage:</strong> higher priority areas where competency is relatively high</td>
<td>Public Health Sciences Skills</td>
<td>Public Health Sciences Skills</td>
<td>Communication Skills</td>
<td>Public Health Sciences Skills</td>
</tr>
<tr>
<td></td>
<td>(Hi)</td>
<td>(Lo)</td>
<td>Leadership and Systems Thinking Skills</td>
<td>(Lo)</td>
</tr>
<tr>
<td><strong>III Maintain:</strong> Lower priority areas where competency is relatively high.</td>
<td>Policy Development/Program Planning Skills</td>
<td>Policy Development/Program Planning Skills</td>
<td>Community Dimensions of Practice Skills</td>
<td>Policy Development/Program Planning Skills</td>
</tr>
<tr>
<td></td>
<td>(Lo)</td>
<td>(Lo)</td>
<td>(Hi)</td>
<td>(Hi)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current Competency</th>
<th>Lo</th>
<th>Hi</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority For Future Success</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1:
Staff training plans will be developed based on the final result of the Core Competency High Yield analysis. As such, priorities for training will focus on those resources that will best develop higher priority areas where competency is relatively low and leverage higher priority areas where competency is relatively high. For staff at all tiers these areas include trainings focused on the following areas:

Development of Financial Planning and Management skills

Leveraging of Cultural Competency, Leadership and Systems Thinking and Communication Skills.

Other areas determined by the high-yield analysis to be either maintained or de-emphasized include those trainings focused on the following areas:

Community Dimensions of Thinking, Public Health Sciences, Policy Development/Program Planning and Analytical Assessment skills.
1. Identify the health status of populations and their related determinants of health and illness (e.g. factors contributing to health promotion and...)

2. Describe the characteristics of a population-based health problem (e.g. equity, social determinants, environment)

3. Use variables that measure public health conditions

4. Use methods and instruments for collecting valid and reliable quantitative and qualitative data

5. Identify sources of public health data and information

6. Recognize the integrity and comparability of data

7. Identify gaps in data sources

8. Adhere to ethical principles in the collection, maintenance, use, and dissemination of data and information

9. Describe the public health applications of quantitative and qualitative data

10. Collect quantitative and qualitative community data (e.g. risks and benefits to the community, health, and resource needs)

11. Use information technology to collect, store, and retrieve data

12. Describe how data are used to address scientific, political, ethical, and social public health issues

**Bloomington Tier 1 Domain 1: Analytical Assessment Skills Response Average**

<table>
<thead>
<tr>
<th>Skill</th>
<th>Response Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. Describe how data are used to address scientific, political, ethical, and social public health issues</td>
<td>2.33</td>
</tr>
<tr>
<td>11. Use information technology to collect, store, and retrieve data</td>
<td>2.23</td>
</tr>
<tr>
<td>10. Collect quantitative and qualitative community data (e.g. risks and benefits to the community, health, and resource needs)</td>
<td>2.19</td>
</tr>
<tr>
<td>9. Describe the public health applications of quantitative and qualitative data</td>
<td>2.26</td>
</tr>
<tr>
<td>8. Adhere to ethical principles in the collection, maintenance, use, and dissemination of data and information</td>
<td>2.74</td>
</tr>
<tr>
<td>7. Identify gaps in data sources</td>
<td>2.07</td>
</tr>
<tr>
<td>6. Recognize the integrity and comparability of data</td>
<td>2.22</td>
</tr>
<tr>
<td>5. Identify sources of public health data and information</td>
<td>2.67</td>
</tr>
<tr>
<td>4. Use methods and instruments for collecting valid and reliable quantitative and qualitative data</td>
<td>2.30</td>
</tr>
<tr>
<td>3. Use variables that measure public health conditions</td>
<td>2.26</td>
</tr>
<tr>
<td>2. Describe the characteristics of a population-based health problem (e.g. equity, social determinants, environment)</td>
<td>2.59</td>
</tr>
<tr>
<td>1. Identify the health status of populations and their related determinants of health and illness (e.g. factors contributing to health promotion and...</td>
<td>2.52</td>
</tr>
</tbody>
</table>
1. Gather information relevant to specific public health policy issues
2. Describe how policy options can influence public health programs
3. Explain the expected outcomes of policy options (e.g. health, fiscal, administrative, legal, ethical, social, political)
4. Gather information that will inform policy decisions (e.g. health, fiscal, administrative, legal, ethical, social, political)
5. Describe the public health laws and regulations governing public health programs
6. Participate in program planning processes
7. Incorporate policies and procedures into program plans and structures
8. Identify mechanisms to monitor and evaluate programs for their effectiveness and quality
9. Demonstrate the use of public health informatics practices and procedures (e.g. use of information systems infrastructure to improve...)
10. Apply strategies for continuous quality improvement
<table>
<thead>
<tr>
<th>Bloomington Tier 1 Domain 3: Communication Skills Response Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify the health literacy of populations served</td>
</tr>
<tr>
<td>2. Communicate in writing and orally, in person, and through electronic means, with linguistic and cultural proficiency</td>
</tr>
<tr>
<td>3. Solicit community-based input from individuals and organizations</td>
</tr>
<tr>
<td>4. Convey public health information using a variety of approaches (e.g. social networks, media, blogs)</td>
</tr>
<tr>
<td>5. Participate in the development of demographic, statistical, programmatic, and scientific presentations</td>
</tr>
<tr>
<td>6. Apply communication and group dynamic strategies (e.g. principled negotiation, conflict resolution, active listening, risk communication) in interactions with individuals and groups</td>
</tr>
</tbody>
</table>

Appendix A4
1. Incorporate strategies for interacting with persons from diverse backgrounds (e.g. cultural, socioeconomic, educational, racial, gender, age, ethnic, sexual orientation, professional, religious affiliation, mental and physical capabilities)

2. Recognize the role of cultural, social, and behavioral factors in the accessibility, availability, acceptability, and delivery of public health services

3. Respond to diverse needs that are the result of cultural differences

4. Describe the dynamic forces that contribute to cultural diversity

5. Describe the need for a diverse public health workforce

6. Participate in the assessment of the cultural competence of the public health organization

Bloomington Tier 1 Domain 4:
Cultureal Competency Skills Response Average

1. 3.04
2. 2.96
3. 2.96
4. 2.78
5. 2.93
6. 2.70

Appendix A5
1. Recognize community linkages and relationships among multiple factors (or determinants) affecting health (e.g. The Socio-Ecological...)

2. Demonstrate the capacity to work in community-based participatory research efforts

3. Identify stakeholders

4. Collaborate with community partners to promote the health of the population

5. Maintain partnerships with key stakeholders

6. Use group processes to advance community involvement

7. Describe the role of governmental and non-governmental organizations in the delivery of community health services

8. Identify community assets and resources

9. Gather input from the community to inform the development of public health policy and programs

10. Inform the public about policies, programs, and resources

Bloomington Tier 1 Domain 5: Community Dimensions of Practice Skills Response Average

Appendix A6
<table>
<thead>
<tr>
<th>Bloomington Tier 1 Domain 6: Public Health Science Skills Response Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Partner with other public health professionals in building the scientific base of public health</td>
</tr>
<tr>
<td>8. Describe the laws, regulations, policies, and procedures for the ethical conduct of research (e.g. patient confidentiality, human subject processes)</td>
</tr>
<tr>
<td>7. Discuss the limitations of research findings (e.g. limitations of data sources, importance of observations and interrelationships)</td>
</tr>
<tr>
<td>6. Retrieve scientific evidence from a variety of text and electronic sources</td>
</tr>
<tr>
<td>5. Describe the scientific evidence related to a public health issue, concern, or intervention</td>
</tr>
<tr>
<td>4. Identify the basic public health sciences (including, but not limited to, biostatistics, epidemiology, environmental health sciences, health services administration, and social and behavioral health sciences)</td>
</tr>
<tr>
<td>3. Relate public health science skills to the Core Public Health Functions and Ten Essential Services of Public Health</td>
</tr>
<tr>
<td>2. Identify prominent events in the history of the public health profession</td>
</tr>
<tr>
<td>1. Describe the scientific foundation of the field of public health</td>
</tr>
</tbody>
</table>
Bloomington Tier 1 Domain 7: Financial Planning and Management Skills Response Average

1. Describe the local, state, and federal public health and health care systems
2. Describe the organizational structures, functions, and authorities of local, state, and federal public health agencies
3. Adhere to the organization’s policies and procedures
4. Participate in the development of a programmatic budget
5. Operate programs within current and forecasted budget constraints
6. Identify strategies for determining budget priorities based on federal, state, and local financial contributions
7. Report program performance
8. Translate evaluation report information into program performance improvement action steps
9. Contribute to the preparation of proposals for funding from external sources
10. Apply basic human relations skills to internal collaborations, motivation of colleagues, and resolution of conflicts
11. Demonstrate public health informatics skills to improve program and business operations (e.g. performance management and improvement)
12. Participate in the development of contracts and other agreements for the provision of services
13. Describe how cost-effectiveness, cost-benefit, and cost-utility analyses affect programmatic prioritization and decision making

Appendix A8
1. Incorporate ethical standards of practice as the basis of all interactions with organizations, communities, and individuals

2. Describe how public health operates within a larger system

3. Participate with stakeholders in identifying key public health values and a shared public health vision as guiding principles for community action

4. Identify internal and external problems that may affect the delivery of Essential Public Health Services

5. Use individual, team, and organizational learning opportunities for personal and professional development

6. Participate in mentoring and peer review or coaching opportunities

7. Participate in the measuring, reporting, and continuous improvement of organizational performance

8. Describe the impact of changes in the public health system, and larger social, political, economic environment on organizational practices

Bloomington Tier 1 Domain 8: Leadership Systems Thinking Skills Response Average

- 1. Incorporate ethical standards of practice as the basis of all interactions with organizations, communities, and individuals: 2.81
- 2. Describe how public health operates within a larger system: 2.52
- 3. Participate with stakeholders in identifying key public health values and a shared public health vision as guiding principles for community action: 2.30
- 4. Identify internal and external problems that may affect the delivery of Essential Public Health Services: 2.22
- 5. Use individual, team, and organizational learning opportunities for personal and professional development: 2.74
- 6. Participate in mentoring and peer review or coaching opportunities: 2.48
- 7. Participate in the measuring, reporting, and continuous improvement of organizational performance: 2.26
- 8. Describe the impact of changes in the public health system, and larger social, political, economic environment on organizational practices: 2.15
Bloomington Tier 2
Core Competency Assessment Domain Average

Analytical Assessment Skills
Policy Development/Program Planning Skills
Leadership and Systems Thinking Skills
Communication Skills
Financial Planning and Management Skills
Public Health Sciences Skills
Cultural Competency Skills
Community Dimensions of Practice Skills
1. Assess the health status of populations and their related determinants of health and illness (e.g. factors contributing to health promotion and...)
2. Describe the characteristics of a population-based health problem (e.g. equity, social determinants, environment)
3. Generate variables that measure public health conditions
4. Use methods and instruments for collecting valid and reliable quantitative and qualitative data
5. Reference sources of public health data and information
6. Examine the integrity and comparability of data
7. Identify gaps in data sources
8. Employ ethical principles in the collection, maintenance, use, and dissemination of data and information
9. Interpret quantitative and qualitative data
10. Make community-specific inferences from quantitative and qualitative data (e.g. risks and benefits to the community, health and resource needs)
11. Use information technology to collect, store, and retrieve data; Category:A; Question:To what degree are you able to effectively...]
12. Use data to address scientific, political, ethical, and social public health issues

<table>
<thead>
<tr>
<th>Skill</th>
<th>Bloomington Tier 2 Domain 1: Analytical Assessment Skills Response Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.</td>
<td>Use data to address scientific, political, ethical, and social public health issues</td>
</tr>
<tr>
<td>11.</td>
<td>Use information technology to collect, store, and retrieve data; Category:A; Question:To what degree are you able to effectively...]</td>
</tr>
<tr>
<td>10.</td>
<td>Make community-specific inferences from quantitative and qualitative data (e.g. risks and benefits to the community, health and resource needs)</td>
</tr>
<tr>
<td>9.</td>
<td>Interpret quantitative and qualitative data</td>
</tr>
<tr>
<td>8.</td>
<td>Employ ethical principles in the collection, maintenance, use, and dissemination of data and information</td>
</tr>
<tr>
<td>7.</td>
<td>Identify gaps in data sources</td>
</tr>
<tr>
<td>6.</td>
<td>Examine the integrity and comparability of data</td>
</tr>
<tr>
<td>5.</td>
<td>Reference sources of public health data and information</td>
</tr>
<tr>
<td>4.</td>
<td>Use methods and instruments for collecting valid and reliable quantitative and qualitative data</td>
</tr>
<tr>
<td>3.</td>
<td>Generate variables that measure public health conditions</td>
</tr>
<tr>
<td>2.</td>
<td>Describe the characteristics of a population-based health problem (e.g. equity, social determinants, environment)</td>
</tr>
<tr>
<td>1.</td>
<td>Assess the health status of populations and their related determinants of health and illness (e.g. factors contributing to health promotion and...</td>
</tr>
</tbody>
</table>
1. Analyze information relevant to specific public health policy issues

2. Analyze policy options for public health programs

3. Determine the feasibility and expected outcomes of policy options (e.g. health, fiscal, administrative, legal, ethical, social, political)

4. Describe the implications of policy options (e.g. health, fiscal, administrative, legal, ethical, social, political)

5. Use decision analysis for policy development and program planning

6. Manage public health programs consistent with public health laws and regulations

7. Develop plans to implement policies and programs

8. Develop policies for organizational plans, structures, and programs

9. Develop mechanisms to monitor and evaluate programs for their effectiveness and quality

10. Incorporate public health informatics practices (e.g. use of data and information technology standards across the agency where applicable,...)

11. Develop strategies for continuous quality improvement
1. Assess the health literacy of populations served
2. Communicate in writing and orally, in person, and through electronic means, with linguistic and cultural proficiency
3. Solicit input from individuals and organizations
4. Use a variety of approaches to disseminate public health information (e.g. social networks, media, blogs)
5. Present demographic, statistical, programmatic, and scientific information for use by professional and lay audiences
6. Apply communication and group dynamic strategies (e.g. principled negotiation, conflict resolution, active listening, risk communication) in interactions with individuals and groups

Bloomington Tier 2 Domain 3: Communication Skills Response Average

- 1. Assess the health literacy of populations served: 2.57
- 2. Communicate in writing and orally, in person, and through electronic means, with linguistic and cultural proficiency: 3.00
- 3. Solicit input from individuals and organizations: 2.86
- 4. Use a variety of approaches to disseminate public health information (e.g. social networks, media, blogs): 2.57
- 5. Present demographic, statistical, programmatic, and scientific information for use by professional and lay audiences: 2.43
- 6. Apply communication and group dynamic strategies (e.g. principled negotiation, conflict resolution, active listening, risk communication) in interactions with individuals and groups: 2.43
1. Incorporate strategies for interacting with persons from diverse backgrounds (e.g. cultural, socioeconomic, educational, racial, gender, age, ethnic, sexual orientation, professional, religious affiliation, mental and physical capabilities)

2. Consider the role of cultural, social, and behavioral factors in the accessibility, availability, acceptability, and delivery of public health services

3. Respond to diverse needs that are the result of cultural differences

4. Explain the dynamic forces that contribute to cultural diversity

5. Describe the need for a diverse public health workforce

6. Assess public health programs for their cultural competence

<table>
<thead>
<tr>
<th>Skill Area</th>
<th>Response Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Incorporate strategies for interacting with persons from diverse</td>
<td>3.14</td>
</tr>
<tr>
<td>backgrounds (e.g. cultural, socioeconomic, educational, racial, gender,</td>
<td></td>
</tr>
<tr>
<td>age, ethnic, sexual orientation, professional, religious affiliation,</td>
<td></td>
</tr>
<tr>
<td>mental and physical capabilities)</td>
<td></td>
</tr>
<tr>
<td>2. Consider the role of cultural, social, and behavioral factors in the</td>
<td>3.00</td>
</tr>
<tr>
<td>accessibility, availability, acceptability, and delivery of public</td>
<td></td>
</tr>
<tr>
<td>health services</td>
<td></td>
</tr>
<tr>
<td>3. Respond to diverse needs that are the result of cultural differences</td>
<td>3.14</td>
</tr>
<tr>
<td>4. Explain the dynamic forces that contribute to cultural diversity</td>
<td>2.86</td>
</tr>
<tr>
<td>5. Describe the need for a diverse public health workforce</td>
<td>3.29</td>
</tr>
<tr>
<td>6. Assess public health programs for their cultural competence</td>
<td>3.00</td>
</tr>
</tbody>
</table>
Bloomington Tier 2 Domain 5: Community Dimensions of Practice Skills Response Average

1. Assess community linkages and relationships among multiple factors (or determinants) affecting health
2. Collaborate in community-based participatory research efforts
3. Establish linkages with key stakeholders
4. Facilitate collaboration and partnerships to ensure participation of key stakeholders
5. Maintain partnerships with key stakeholders
6. Use group processes to advance community involvement
7. Distinguish the role of governmental and non-governmental organizations in the delivery of community health services
8. Negotiate for the use of community assets and resources
9. Use community input when developing public health policies and programs
10. Promote public health policies, programs, and resources

Appendix A15
1. Discuss the scientific foundation of the field of public health

2. Distinguish prominent events in the history of the public health profession

3. Relate public health science skills to the Core Public Health Functions and Ten Essential Services of Public Health

4. Apply the basic public health sciences (including, but not limited to, biostatistics, epidemiology, environmental health sciences, health services administration, and social and behavioral health sciences) to...

5. Conduct a comprehensive review of the scientific evidence related to a public health issue, concern, or intervention

6. Retrieve scientific evidence from a variety of text and electronic sources

7. Determine the limitations of research findings (e.g. limitations of data sources, importance of observations and interrelationships)

8. Determine the laws, regulations, policies, and procedures for the ethical conduct of research (e.g. patient confidentiality, human subject processes)

9. Contribute to building the scientific base of public health

Bloomington Tier 2 Domain 6:
Public Health Science Skills Response Average

- 1. Discuss the scientific foundation of the field of public health: 3.14
- 2. Distinguish prominent events in the history of the public health profession: 2.86
- 3. Relate public health science skills to the Core Public Health Functions and Ten Essential Services of Public Health: 3.00
- 4. Apply the basic public health sciences (including, but not limited to, biostatistics, epidemiology, environmental health sciences, health services administration, and social and behavioral health sciences) to: 2.71
- 5. Conduct a comprehensive review of the scientific evidence related to a public health issue, concern, or intervention: 2.71
- 6. Retrieve scientific evidence from a variety of text and electronic sources: 3.14
- 7. Determine the limitations of research findings (e.g. limitations of data sources, importance of observations and interrelationships): 2.57
- 8. Determine the laws, regulations, policies, and procedures for the ethical conduct of research (e.g. patient confidentiality, human subject processes): 2.43
- 9. Contribute to building the scientific base of public health: 2.86
1. Interpret the interrelationships of local, state, and federal public...
2. Interpret the organizational structures, functions, and authorities of...
3. Develop partnerships with agencies within the federal, state, and local...
4. Implement the judicial and operational procedures of the governing...
5. Develop a programmatic budget
6. Manage programs within current and forecasted budget constraints;...
7. Develop strategies for determining budget priorities based on federal,....
8. Evaluate program performance
9. Use evaluation results to improve performance
10. Prepare proposals for funding from external sources
11. Apply basic human relations skills to the management of...
12. Apply public health informatics skills to improve program and...
13. Negotiate contracts and other agreements for the provision of services
14. Use cost-effectiveness, cost-benefit, and cost-utility analyses in...
1. Incorporate ethical standards of practice as the basis of all interactions with organizations, communities, and individuals

2. Incorporate systems thinking into public health practice

3. Participate with stakeholders in identifying key values and a shared vision as guiding principles for community action

4. Analyze internal and external problems that may affect the delivery of Essential Public Health Services

5. Promote individual, team, and organizational learning opportunities

6. Establish mentoring, peer advising, coaching, or other personal development opportunities for the public health workforce

7. Contribute to the measuring, reporting, and continuous improvement of organizational performance

8. Modify organizational practices in consideration of changes in the public health system, and the larger social, political, and economic environment effectively...

Bloomington Tier 2 Domain 8: Leadership and Systems Thinking Skills Response Average

<table>
<thead>
<tr>
<th>Statement</th>
<th>Response Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Incorporate ethical standards of practice as the basis of all interactions with organizations, communities, and individuals</td>
<td>3.43</td>
</tr>
<tr>
<td>2. Incorporate systems thinking into public health practice</td>
<td>2.57</td>
</tr>
<tr>
<td>3. Participate with stakeholders in identifying key values and a shared vision as guiding principles for community action</td>
<td>2.57</td>
</tr>
<tr>
<td>4. Analyze internal and external problems that may affect the delivery of Essential Public Health Services</td>
<td>2.71</td>
</tr>
<tr>
<td>5. Promote individual, team, and organizational learning opportunities</td>
<td>3.00</td>
</tr>
<tr>
<td>6. Establish mentoring, peer advising, coaching, or other personal development opportunities for the public health workforce</td>
<td>2.86</td>
</tr>
<tr>
<td>7. Contribute to the measuring, reporting, and continuous improvement of organizational performance</td>
<td>2.71</td>
</tr>
<tr>
<td>8. Modify organizational practices in consideration of changes in the public health system, and the larger social, political, and economic environment effectively</td>
<td>2.71</td>
</tr>
</tbody>
</table>
Bloomington Tier 3
Core Competency Assessment Domain Average

Analytical Assessment Skills
Policy Development/Program Planning Skills
Leadership and Systems Thinking Skills
Communication Skills
Financial Planning and Management Skills
Public Health Sciences Skills
Cultural Competency Skills
Community Dimensions of Practice Skills
1. Review the health status of populations and their related determinants of health and illness conducted by the organization (e.g. factors...

2. Describe the characteristics of a population-based health problem (e.g. equity, social determinants, environment)

3. Evaluate variables that measure public health conditions

4. Critique methods and instruments for collecting valid and reliable quantitative and qualitative data

5. Expand access to public health data and information

6. Evaluate the integrity and comparability of data

7. Rectify gaps in data sources

8. Ensure the application of ethical principles in the collection, maintenance, use, and dissemination of data and information

9. Integrate the findings from quantitative and qualitative data in organizational operations

10. Determine community-specific trends from quantitative and qualitative data (e.g. risks and benefits to the community, health and...)

11. Use information technology to collect, store, and retrieve data

12. Incorporate data into the resolution of scientific, political, ethical, and social public health concerns

13. Identify the resources to meet community health needs

Bloomington Tier 3 Domain 1: Analytical Assessment Skills Response Average
### Bloomington Tier 3 Domain 2:
**Policy Development/Program Planning Skills Response Average**

<table>
<thead>
<tr>
<th>Skill Description</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Evaluate information relevant to specific public health policy issues</td>
<td>3.00</td>
</tr>
<tr>
<td>2. Decide policy options for public health organization</td>
<td>2.86</td>
</tr>
<tr>
<td>3. Critique the feasibility and expected outcomes of various policy options (e.g. health, fiscal, administrative, legal, ethical, social, political)</td>
<td>2.57</td>
</tr>
<tr>
<td>4. Critique selected policy options using data and information (e.g. health, fiscal, administrative, legal, ethical, social, political)</td>
<td>2.71</td>
</tr>
<tr>
<td>5. Determine policy for the public health organization with guidance from the organization’s governing body</td>
<td>2.71</td>
</tr>
<tr>
<td>6. Critique decision analyses that result in policy development and program planning</td>
<td>2.57</td>
</tr>
<tr>
<td>7. Ensure public health programs are consistent with public health laws and regulations</td>
<td>3.00</td>
</tr>
<tr>
<td>8. Implement plans and programs consistent with policies</td>
<td>3.14</td>
</tr>
<tr>
<td>9. Ensure the consistency of policy integration into organizational plans, procedures, structures, and programs</td>
<td>3.14</td>
</tr>
<tr>
<td>10. Critique mechanisms to evaluate programs for their effectiveness and quality</td>
<td>3.29</td>
</tr>
<tr>
<td>11. Oversee public health informatics practices and procedures (e.g. use of data and information technology standards across the agency)</td>
<td>2.57</td>
</tr>
<tr>
<td>12. Implement organizational and system-wide strategies for continuous quality improvement</td>
<td>3.14</td>
</tr>
<tr>
<td>13. Integrate emerging trends of the fiscal, social, and political environment into public health strategic planning</td>
<td>3.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Appendix A21</th>
</tr>
</thead>
</table>

Appendix A21
1. Ensure that the health literacy of populations served is considered throughout all communication strategies

2. Communicate in writing and orally, in person, and through electronic means, with linguistic and cultural proficiency

3. Ensure that the public health organization seeks input from other organizations and individuals

4. Ensure a variety of approaches are considered and used to disseminate public health information (e.g. social networks, media, blogs)

5. Interpret demographic, statistical, programmatic, and scientific information for use by professional and lay audiences

6. Apply communication and group dynamic strategies (e.g. principled negotiation, conflict resolution, active listening, risk communication) in interactions with individuals and groups

7. Communicate the role of public health within the overall health system (e.g., federal, state, county, local government)

<table>
<thead>
<tr>
<th>Communication Skills</th>
<th>Response Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2.86</td>
</tr>
<tr>
<td>2.</td>
<td>3.43</td>
</tr>
<tr>
<td>3.</td>
<td>3.00</td>
</tr>
<tr>
<td>4.</td>
<td>3.14</td>
</tr>
<tr>
<td>5.</td>
<td>2.86</td>
</tr>
<tr>
<td>6.</td>
<td>3.57</td>
</tr>
<tr>
<td>7.</td>
<td>3.29</td>
</tr>
</tbody>
</table>
Bloomington Tier 3 Domain 4: Cultural Competency Skills Response Average

1. Ensure that there are strategies for interacting with persons from diverse backgrounds (e.g. cultural, socioeconomic, educational, racial, gender, age, ethnic, sexual orientation, professional, religious affiliation, mental and...)

2. Ensure the consideration of the role of cultural, social, and behavioral factors in the accessibility, availability, acceptability, and delivery of public health services

3. Respond to diverse needs that are the result of cultural differences

4. Assess the dynamic forces that contribute to cultural diversity

5. Assess the need for a diverse public health workforce

6. Assess the public health organization for its cultural competence

7. Ensure the public health organization's cultural competence

Responses:
- 1. 2.70 2.75 2.80 2.85 2.90 2.95 3.00 3.05 3.10 3.15 3.20
- 2. 3.00
- 3. 2.86
- 4. 2.86
- 5. 3.14
- 6. 3.00
- 7. 2.86
1. Evaluate the community linkages and relationships among multiple factors (or determinants) affecting health
2. Encourage community-based participatory research efforts within the public health organization
3. Establish linkages with key stakeholders
4. Ensure the collaboration and partnerships of key stakeholders through the development of formal and informal agreements (e.g. MOUs, ...)
5. Maintain partnerships with key stakeholders
6. Use group processes to advance community involvement
7. Integrate the role of governmental and non-governmental organizations in the delivery of community health services
8. Negotiate for the use of community assets and resources through MOUs and other formal and informal agreements
9. Ensure community input when developing public health policies and programs
10. Defend public health policies, programs, and resources
11. Evaluate the effectiveness of community engagement strategies on public health policies, programs, and resources
1. Critique the scientific foundation of the field of public health
2. Explain lessons to be learned from prominent events in the history in comparison to the current events of the public health profession
3. Incorporate the Core Public Health Functions and Ten Essential Services of Public Health into the practice of the public health sciences
4. Apply the basic public health sciences (including, but not limited to, biostatistics, epidemiology, environmental health sciences, health...
5. Integrate a review of the scientific evidence related to a public health issue, concern, or intervention into the practice of public health
6. Synthesize scientific evidence from a variety of text and electronic sources
7. Critique the limitations of research findings (e.g. limitations of data sources, importance of observations and interrelationships)
8. Advise on the laws, regulations, policies, and procedures for the ethical conduct of research (e.g. patient confidentiality, human subject processes)
9. Contribute to building the scientific base of public health
10. Establish partnerships with academic and other organizations to expand the public health science base and disseminate research findings

Bloomington Tier 3 Domain 6: Public Health Science Skills Response Average

- 1. Critique the scientific foundation of the field of public health: 2.14
- 2. Explain lessons to be learned from prominent events in the history in comparison to the current events of the public health profession: 2.86
- 3. Incorporate the Core Public Health Functions and Ten Essential Services of Public Health into the practice of the public health sciences: 2.86
- 4. Apply the basic public health sciences (including, but not limited to, biostatistics, epidemiology, environmental health sciences, health...: 2.71
- 5. Integrate a review of the scientific evidence related to a public health issue, concern, or intervention into the practice of public health: 2.86
- 6. Synthesize scientific evidence from a variety of text and electronic sources: 2.71
- 7. Critique the limitations of research findings (e.g. limitations of data sources, importance of observations and interrelationships): 2.71
- 8. Advise on the laws, regulations, policies, and procedures for the ethical conduct of research (e.g. patient confidentiality, human subject processes): 2.29
- 9. Contribute to building the scientific base of public health: 2.29
- 10. Establish partnerships with academic and other organizations to expand the public health science base and disseminate research findings: 2.29
Bloomington Tier 3 Domain 7: Financial Planning and Management Skills Response Average

1. Leverage the interrelationships of local, state, and federal public health...
2. Leverage the organizational structures, functions, and authorities of local, ...
3. Manage partnerships with agencies within the federal, state, and local ...
4. Manage the implementation of the judicial and operational procedures of ...
5. Defend a programmatic and organizational budget
6. Ensure that programs are managed within current and forecasted budget ...
7. Critique strategies for determining budget priorities
8. Determine budgetary priorities for the organization
9. Evaluate program performance
10. Use evaluation results to improve performance
11. Approve proposals for funding from external sources
12. Apply basic human relations skills to the management of organizations, ...
13. Integrate public health informatics skills into program and business ...
14. Approve contracts and other agreements for the provision of services
15. Incorporate data and information to improve organizational processes...
16. Incorporate data and information to improve organizational processes...
17. Establish a performance management system

Appendix A
1. Incorporate ethical standards of practice as the basis of all interactions with organizations, communities, and individuals

2. Incorporate systems thinking into public health practice

3. Partner with stakeholders to determine key values and a shared vision as guiding principles for community action

4. Resolve internal and external problems that may affect the delivery of Essential Public Health Services (e.g. through the identification of root causes and other QI processes)

5. Advocate for individual, team, and organizational learning opportunities within the organization

6. Promote mentoring, peer advising, coaching, or other personal development opportunities for the public health workforce, including yourself

7. Ensure the measuring, reporting, and continuous improvement of organizational performance

8. Ensure organizational practices are in concert with changes in the public health system, and the larger social, political, and economic environment

9. Ensure the management of organizational change

Bloomington Tier 3 Domain 8: Leadership and Systems Thinking Skills Response Average

- 1. Incorporate ethical standards of practice as the basis of all interactions with organizations, communities, and individuals: 3.14
- 2. Incorporate systems thinking into public health practice: 2.71
- 3. Partner with stakeholders to determine key values and a shared vision as guiding principles for community action: 3.43
- 4. Resolve internal and external problems that may affect the delivery of Essential Public Health Services (e.g. through the identification of root causes and other QI processes): 3.00
- 5. Advocate for individual, team, and organizational learning opportunities within the organization: 3.43
- 6. Promote mentoring, peer advising, coaching, or other personal development opportunities for the public health workforce, including yourself: 3.14
- 7. Ensure the measuring, reporting, and continuous improvement of organizational performance: 3.43
- 8. Ensure organizational practices are in concert with changes in the public health system, and the larger social, political, and economic environment: 3.00
- 9. Ensure the management of organizational change: 3.29
Bloomington All Tiers
Core Competency Assessment Domain Average

Analytical Assessment Skills 2.70
Policy Development/Program Planning Skills 2.50
Leadership and Systems Thinking Skills 2.81
Communication Skills 2.90
Financial Planning and Management Skills 2.39
Cultural Competency Skills 2.98
Public Health Sciences Skills 2.55
Community Dimensions of Practice Skills 2.65
# BLOOMINGTON - Core Competency Prioritization Matrix (02/07/2014)

<table>
<thead>
<tr>
<th></th>
<th>Analytical Assessment</th>
<th>Policy Development Program Planning</th>
<th>Communication</th>
<th>Cultural Competency</th>
<th>Community Practice Dimensions</th>
<th>PH Sciences</th>
<th>Financial Planning Management</th>
<th>Leadership Systems Thinking</th>
<th>SCORE</th>
<th>RANK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analytical Assessment</td>
<td></td>
<td>1.0</td>
<td>0.2</td>
<td>0.2</td>
<td>1.0</td>
<td>5.0</td>
<td>1.0</td>
<td>0.2</td>
<td>8.6</td>
<td>7</td>
</tr>
<tr>
<td>Policy Development</td>
<td></td>
<td></td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>5.0</td>
<td>0.2</td>
<td>0.2</td>
<td>9.4</td>
<td>6</td>
</tr>
<tr>
<td>Program Planning</td>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communications</td>
<td></td>
<td>5.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>5.0</td>
<td>0.2</td>
<td>0.1</td>
<td>13.3</td>
<td>4</td>
</tr>
<tr>
<td>Cultural Competency</td>
<td></td>
<td>5.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>5.0</td>
<td>0.2</td>
<td>1.0</td>
<td>14.2</td>
<td>3</td>
</tr>
<tr>
<td>Community Practice</td>
<td></td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>5.0</td>
<td>0.2</td>
<td>1.0</td>
<td>10.2</td>
<td>5</td>
</tr>
<tr>
<td>Dimensions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PH Sciences</td>
<td></td>
<td>0.2</td>
<td>0.2</td>
<td>0.2</td>
<td>0.2</td>
<td>10.0</td>
<td>0.2</td>
<td>0.2</td>
<td>1.4</td>
<td>8</td>
</tr>
<tr>
<td>Financial Planning</td>
<td></td>
<td>1.0</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>31.0</td>
<td>1</td>
</tr>
<tr>
<td>Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership Systems</td>
<td>5.0</td>
<td>5.0</td>
<td>10.0</td>
<td>1.0</td>
<td>1.0</td>
<td>5.0</td>
<td>0.2</td>
<td>1.0</td>
<td>27.2</td>
<td>2</td>
</tr>
<tr>
<td>Thinking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Rating Scale:**
- 10: Exceedingly more important
- 5: Significantly more important
- 1: Equally important
- 0: No relationship
- .2: Significantly less important
- 1: Exceedingly less important

**Brief Instructions:**
1. Compare the item on the first row to the item in the first column by asking the following questions:
2. Are the items related to each other? If no, place the number 0 in the cell; if yes, ask the following question:
3. Are they equally important in influencing each other? If yes, place the number 1 in the cell; if no, ask the following question:
4. Does having ___ contribute more than ___ in achieving our goals? The factor that contributes more than the other will get a 5 or 10 in the row
5. Each time a number is inserted into a row, the reciprocal value should be recorded in the corresponding cell for the same pair of factors. The reciprocal values are 10/0.1 and 5/0.2.
6. The score column will auto-sum based on the ratings entered in the preceding columns.
7. The ranking column will need to be completed manually with the highest score receiving a 1 and the lowest score receiving an 8.
### Bloomington Public Health Core Competency High-Yield Analysis

**Matrix Key**
- **Develop**: Higher priority areas where competency is still relatively low
- **Leverage**: Higher priority areas where competency is relatively high
- **De-emphasize**: Lower priority areas where competency is relatively low.
- **Maintain**: Lower priority areas where competency is relatively high

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>All Tiers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Planning and Management Skills</td>
<td>Communication Skills</td>
<td>Cultural Competency Skills</td>
</tr>
<tr>
<td>Cultural Competency Skills</td>
<td>Leadership and Systems Thinking Skills</td>
<td>Leadership and Systems Thinking Skills</td>
</tr>
<tr>
<td>Analytical Assessment Skills</td>
<td>Public Health Sciences Skills</td>
<td>Financial Planning and Management Skills</td>
</tr>
<tr>
<td>Public Health Sciences Skills</td>
<td>Policy Development/Program Planning Skills</td>
<td>Community Dimensions of Practice Skills</td>
</tr>
<tr>
<td>Policy Development/Program Planning Skills</td>
<td>Analytical Assessment Skills</td>
<td>Analytical Assessment Skills</td>
</tr>
</tbody>
</table>

**Priority For Future Success**

- **High (Hi)**: Priority for future success
- **Low (Lo)**: Lower priority areas

**Current Competency**

Based on competency assessment using Council on Linkages Core Competencies for Public Health Professionals

**Staff Response Rates:**
- Tier 1: 79.40%
- Tier 2: 87.50%
- Tier 3: 100%

03/21/2014

Appendix C1
### 3-Step Competency Prioritization Sequence

The Core Competencies for Public Health Professionals (Core Competencies), a consensus set of competencies developed by the Council on Linkages Between Academia and Public Health Practice (Council on Linkages), are widely used by public health organizations. Three quality improvement (QI) tools can be used in sequence to help public health organizations and professionals effectively prioritize competency development efforts.

#### I. Competency Gap Assessment

<table>
<thead>
<tr>
<th>Goal</th>
<th>Steps</th>
<th>QI Tool</th>
</tr>
</thead>
</table>
| Identify the public health organization’s relative strengths and areas for development across the 8 Core Competencies domains | Gather competency baseline data by either:  
- Aggregating data drawn from individual assessment activities, or  
- Assessing organization-wide competencies using a group exercise | Radar Chart |

#### II. Competency Prioritization

<table>
<thead>
<tr>
<th>Goal</th>
<th>Steps</th>
<th>QI Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the relative importance of the 8 Core Competencies domains within the context of the public health organization’s strategic objectives</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Identify primary goal  
- Develop a numerical scale for comparing domains  
- Develop judging standards for comparing domains  
- Make pairwise comparisons  
- Develop numerical scores for domains by consensus  
- Sum and rank scores for domains | Prioritization Matrix |

#### III. High-Yield Competency Analysis

<table>
<thead>
<tr>
<th>Goal</th>
<th>Steps</th>
<th>QI Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select Core Competencies domains for immediate development and other appropriate actions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
- Rank the 8 domains on current competency (top 4 and bottom 4)  
- Rank the 8 domains on current priority (top 4 and bottom 4)  
- Based on the rankings, place each domain in one quadrant of the matrix | Matrix Diagram |

---

1 The Core Competencies for Public Health Professionals and related tools are available at: [http://www.phf.org/programs/corecompetencies](http://www.phf.org/programs/corecompetencies)
## Competency Gap Assessment

**Goal:** Identify the public health organization’s relative strengths and areas for development across the 8 Core Competencies domains. A sample follows the description of steps, and a blank radar chart template is provided on the following page.

<table>
<thead>
<tr>
<th>Option 1</th>
<th>Aggregate Individual Competency Data</th>
<th>Option 2</th>
<th>Estimate Organization-wide Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Steps</strong></td>
<td><strong>Gather individual-level data on current competencies in the workforce in all 8 Core Competencies domains. This may be done using a competency assessment tool (self-assessment). Different versions of the tool are available for progressive career stages.</strong>&lt;br&gt;<strong>Calculate an average score for each domain for each individual; then calculate an average score across all individuals in each domain.</strong>&lt;br&gt;<strong>Plot average domain scores on a radar chart (example shown below).</strong></td>
<td><strong>Convene a group of 8-10 individuals who are collectively familiar with the skills and performance of a broad cross-section of the workforce.</strong>&lt;br&gt;<strong>Agree on a rating scale (e.g., 0 to 4) and reach consensus on the current competency of the workforce in each of the 8 Core Competencies domains.</strong>&lt;br&gt;<strong>Capture the rationale for the consensus rating on each domain.</strong>&lt;br&gt;<strong>Plot scores for each domain on a radar chart (example shown below).</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Pros</strong></td>
<td>Individual-level is ideal for capturing specifics and variations across the workforce. The data can be grouped by tenure, role, or other factors to assist in pinpointing areas of relative strength and opportunities for development.</td>
<td>Ideal for making a global assessment of overall workforce needs as a snapshot in time. Can be completed by a small group of individuals during a two-hour meeting.</td>
<td></td>
</tr>
<tr>
<td><strong>Cons</strong></td>
<td>Can be time-consuming to gather and analyze the data. No norms exist for the assessment tool.</td>
<td>Because group members have exposure to a limited sample of the workforce, the data may suffer from sampling bias.</td>
<td></td>
</tr>
</tbody>
</table>

2 The tools were designed as self-assessments to be completed by individual public health workers; they can also be used by managers to assess competencies of their team members. Competency assessment tools provided by the Council on Linkages are available at: [http://www.phf.org/competencyassessments](http://www.phf.org/competencyassessments)

3 Optional step: Calculate and plot the range and/or standard deviation for the workforce on each domain to examine the variation in competencies across the workforce.
I. Competency Gap Assessment (continued)

Use the blank radar chart to record the competency scores for your organization. Which Core Competencies domains represent relative strengths and opportunities for potential improvement?

Higher values represent areas of relative strength.
II. Competency Prioritization

**Goal:** Identify the relative importance of the 8 Core Competencies domains within the context of the public health organization’s strategic objectives. A sample follows the description of steps, and a blank prioritization matrix template is provided on the following page.

**Steps:** Construct and complete a matrix in which all domains are compared to all other domains (one at a time) with the relative importance of domains evaluated according to programmatic goals.

- Identify decision criteria driver or goal (e.g., improved outcomes, improved efficiency, improved client satisfaction, improved financial results, improved flexibility).
- Develop a numerical scale to represent each judgment based on the decision criteria selected. The scale will be used to assign values to each comparison of one domain to another. For example: 0—no relationship, 1—equally important, 5—significantly more important, 10—exceedingly more important, 1/5—significantly less important, 1/10—exceedingly less important.
- Develop standards for judging to make sure each domain gets a thorough evaluation.
- Develop numerical scores by consensus by making pairwise comparisons between all domains (e.g., domain 1 vs. domain 2, domain 2 vs. domain 3). Let the experts decide; expertise will tend to vary from one domain to another during the exercise.
  - Does having ____ contribute more than ____ in achieving the goal?
  - Will _____ lead toward the goal more than ____?
- Sum and rank scores for each domain.

<table>
<thead>
<tr>
<th>Domain</th>
<th>Score 1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>Total</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analytical/Assessment Skills</td>
<td>1/5</td>
<td>1</td>
<td>10</td>
<td>1/10</td>
<td>1</td>
<td>1/5</td>
<td>1/5</td>
<td></td>
<td>12.7</td>
<td>7</td>
</tr>
<tr>
<td>2. Policy Development/Program Planning Skills</td>
<td>5</td>
<td>1/5</td>
<td>1</td>
<td>10</td>
<td>10</td>
<td>5</td>
<td>5</td>
<td></td>
<td>36.2</td>
<td>1</td>
</tr>
<tr>
<td>3. Communication Skills</td>
<td>1</td>
<td>5</td>
<td>1/5</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>10</td>
<td>1</td>
<td>24.0</td>
<td>4</td>
</tr>
<tr>
<td>4. Cultural Competency Skills</td>
<td>1/10</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>1/5</td>
<td>5</td>
<td>13.3</td>
<td>5</td>
</tr>
<tr>
<td>5. Community Dimensions of Practice Skills</td>
<td>10</td>
<td>10</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>1/10</td>
<td>1</td>
<td>2</td>
<td>28.1</td>
<td>2</td>
</tr>
<tr>
<td>6. Public Health Sciences Skills</td>
<td>1</td>
<td>1</td>
<td>1/5</td>
<td>1/10</td>
<td>1</td>
<td>1</td>
<td>1/5</td>
<td>1</td>
<td>4.5</td>
<td>8</td>
</tr>
<tr>
<td>7. Financial Planning and Management Skills</td>
<td>5</td>
<td>5</td>
<td>1/10</td>
<td>1/5</td>
<td>10</td>
<td>1</td>
<td>5</td>
<td></td>
<td>26.3</td>
<td>3</td>
</tr>
<tr>
<td>8. Leadership and Systems Thinking Skills</td>
<td>5</td>
<td>1/5</td>
<td>1</td>
<td>1/5</td>
<td>1</td>
<td>5</td>
<td>1/5</td>
<td></td>
<td>12.8</td>
<td>6</td>
</tr>
</tbody>
</table>

Assign a score to each pairwise comparison; scores in white cells are the inverse of scores in the yellow cells for the same domain pair. In yellow cells, values less than 1 indicate the row’s domain is less important than the column’s domain. Total the cell values in each row to reach scores for each domain. Rank order the scores; lower ranks are the higher priorities according to the group’s consensus.
Use the blank matrix below to complete the prioritization exercise.
Which Core Competencies domains are most important to realizing your organization’s strategic objectives?

<table>
<thead>
<tr>
<th>Core Competencies Domains</th>
<th>Rating Scale</th>
<th>Score</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analytical/Assessment Skills</td>
<td>5</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>2. Policy Development/Program Planning Skills</td>
<td>4</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>3. Communication Skills</td>
<td>3</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>4. Cultural Competency Skills</td>
<td>2</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>5. Community Dimensions of Practice Skills</td>
<td>1</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>6. Public Health Sciences Skills</td>
<td>0</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>7. Financial Planning and Management Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Leadership and Systems Thinking Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Rating Scale:
0—no relationship 1—equally important
5—significantly more important 10—exceedingly more important
1/5—significantly less important 1/10—exceedingly less important
III. High-Yield Competency Analysis

Goal: Select Core Competencies domains for immediate development and other appropriate actions. A sample is provided below, and blank grid templates are provided on the following page.

Steps: Using the data from Exercise I, rank the 8 domains on current competency.

<table>
<thead>
<tr>
<th>Higher Competency Domains</th>
<th>Lower Competency Domains</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Cultural Competency Skills</td>
<td>5. Public Health Sciences Skills</td>
</tr>
<tr>
<td>2. Analytical/Assessment Skills</td>
<td>6. Community Dimensions of Practice Skills</td>
</tr>
<tr>
<td>3. Communication Skills</td>
<td>7. Policy Development/Program Planning Skills</td>
</tr>
<tr>
<td>4. Financial Planning and Management Skills</td>
<td>8. Leadership and Systems Thinking Skills</td>
</tr>
</tbody>
</table>

Using the data from Exercise II, rank the 8 domains on current priority for future success.

<table>
<thead>
<tr>
<th>Higher Priority Domains</th>
<th>Lower Priority Domains</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Policy Development/Program Planning Skills</td>
<td>5. Cultural Competency Skills</td>
</tr>
<tr>
<td>3. Financial Planning and Management Skills</td>
<td>7. Analytical/Assessment Skills</td>
</tr>
</tbody>
</table>

Based on the rankings, place each domain in one quadrant of the Matrix Diagram below.

I DEVELOP: Higher priority areas where competency is relatively low
II LEVERAGE: Higher priority areas where competency is relatively high
III MAINTAIN: Lower priority areas where competency is relatively high
IV DE-EMPHASIZE: Lower priority areas where competency is relatively low
Use the blank tables below to identify high-yield Core Competencies domains. Which Core Competencies domains shall we prioritize for workforce development in the short-term?

Steps: Using the data from Exercise I, rank the 8 domains on current competency.

<table>
<thead>
<tr>
<th>Higher Competency Domains</th>
<th>Lower Competency Domains</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Using the data from Exercise II, rank the 8 domains on current priority for future success.

<table>
<thead>
<tr>
<th>Higher Priority Domains</th>
<th>Lower Priority Domains</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the rankings, place each domain in one quadrant of the Matrix Diagram below.

I  DEVELOP: Higher priority areas where competency is relatively low
II  LEVERAGE: Higher priority areas where competency is relatively high
III  MAINTAIN: Lower priority areas where competency is relatively high
IV  DE-EMPHASIZE: Lower priority areas where competency is relatively low