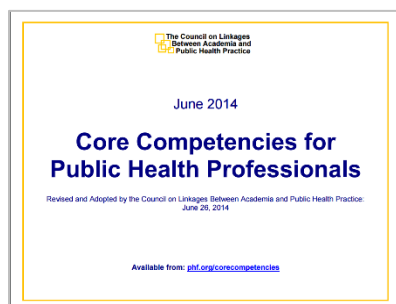


Determining Essential Core Competencies for Public Health Jobs: A Prioritization Process June 9, 2017

Public health organizations can be more effective when the competencies of their staff match the types of activities they do in their jobs. It is important that job descriptions include the competencies, in terms of both skills and knowledge, for success in a position. To become and remain accredited by the [Public Health Accreditation Board](#), health departments must provide job descriptions that include competencies. This is a good practice for all organizations and supports successful recruitment, hiring, and professional development.

Core Competencies for Public Health Professionals



The [Core Competencies for Public Health Professionals](#) (Core Competencies), a consensus set of skills for the broad practice of public health, as defined by the 10 Essential Public Health Services, offer health departments and other public health organizations a starting point for workforce development activities. Developed by the [Council on Linkages Between Academia and Public Health Practice](#), the Core Competencies reflect foundational skills desirable for professionals engaging in the practice, education, and research of public health. Widely applicable to the variety of jobs found within the public health field, the Core Competencies can be used for identifying competencies to be included in [competency-based job descriptions](#).

Purpose of This Tool

For any position, critical Core Competencies will vary depending on the responsibilities and activities of individuals in that position. When developing a job description, it is important to determine which competencies are most essential for that position. This tool describes a process for prioritizing competencies for job descriptions using a modified version of the Core Competencies. A public health organization can use this process in a workshop setting to help engage staff members to identify and prioritize the competencies that they feel are most important for their roles. This process is grounded in the Core Competencies, and workshop facilitators should have a working knowledge of the Core Competencies for the process to be successful. Additional information about the Core Competencies is available at www.phf.org/corecompetencies.

Although this process can inform individual job descriptions, it was designed to be used for broader job categories. When used in this way, the organization should group the specific jobs present in the organization into categories based on similar responsibilities and activities, so that the competencies needed for the positions are likely to be similar. Competencies for each group can be identified, as can cross-cutting competencies applicable across the organization, and tailored as necessary to ensure relevance to individual job descriptions. This offers an

overview of important competencies needed within the organization to meet the current and future challenges the organization is facing and provide services that will improve health within the community.

Materials

This tool contains:

- [Modified Version of the Core Competencies](#) (pages 9-12) – Based on the [Core Competencies](#), this list of competencies was developed by grouping similar competency statements together into categories that capture the general intent of the statements. This reduces the number of competencies from approximately 90 to 54, simplifying the process of working with the competency set. This modified version is based on [Tier 2](#) of the Core Competencies, with competencies pulled from [Tier 3](#) only when there is no equivalent competency at the Tier 2 level. Within each competency in the modified version, brief descriptions are included that illustrate the types of skills and knowledge represented. For positions at the [Tier 1](#) or Tier 3 level, the specifics of the competencies may be adjusted as appropriate to better capture the desired skill level.
- [Competency Map](#) (pages 13-17) – This mapping shows how the modified version of the Core Competencies relates to the original version, illustrating how competencies are grouped into broader categories in the modified version.
- [Voting Guide](#) (page 18) – This guide details the number of competencies that can be selected and votes that each individual can cast within each [Core Competencies domain](#) as part of the prioritization process.

In addition, two supplemental files are available that can help support implementation of this process:

- Competency Selection Worksheets (Word) – These eight worksheets can be used to facilitate the prioritization process. There is a separate worksheet for each of the eight Core Competencies domains. The worksheets list the competencies in the modified version of the Core Competencies that are included in that domain. They can be printed and distributed to workshop participants during Step 1 of the voting process. Participants can use the worksheets to indicate which competencies they feel are most important for their job category.
- Voting Template (Excel) – This template can be used by the workshop facilitator for tracking votes during the prioritization process and summarizing the results. *Tab 1: Instructions* contains instructions for using the template. *Tab 2: Tracking Votes* can be used to record the number of votes for each competency, the lists of the top 23 and final eight competencies selected, and any discussion notes. A separate spreadsheet should be used for each job category or cross-cutting group. *Tab 3: Vote Summary* can be used to compare the number of votes for each competency across all job category and cross-cutting groups. *Tab 4: Final Competency Lists* can be used to record the final eight competencies selected by each job category and cross-cutting group.

For access to these files, please visit www.phf.org/DeterminingPHJobCompetencies.

Instructions for Use

This process is designed to help public health organizations determine essential Core Competencies for positions within the organization based on input from staff members who fill those positions. Through this process, the specific jobs present in the organization are grouped into categories based on similar responsibilities and activities, and representatives of these groups are asked to participate in a two-step voting process to identify the most important competencies for each job category. This two-step voting process asks participants to first select the most important competencies within each Core Competencies domain and then to select from that list the most essential competencies regardless of domain. The same voting process is used by a leadership team, workforce development team, or other group composed of individuals with an organization-wide perspective to identify high-priority cross-cutting competencies essential for all staff within the organization. All voting takes place in a workshop setting. The organization should plan to conduct a separate workshop for each of the job category and cross-cutting groups, with workshops typically being about 2 hours long.

Preparing for the Workshop:

- Determine the purpose for engaging in this prioritization process and the specific question to ask workshop participants. For prioritizing competencies for job descriptions, the question may be: *Within your job category, what are the essential competencies (skills and knowledge) needed to support the work of [insert organization name] today?*
- Determine the job categories in which to group the staff of the organization. Job category groups can contain positions at various levels within the organization, but should bring together positions that engage in similar types of activities or projects, so that the competencies are likely to be similar. In deciding how broadly or narrowly to construct the groups, consider the costs and benefits of having more specific information compared to the time needed to prioritize competencies for multiple groups. Example job categories include:

Program Support	Individuals who support programs, but do not have direct patient contact (may include administrative staff, executive assistants, performance improvement staff, marketing and communications staff)
Patient/Customer Support	Individuals who serve patients or work in clinics or vital records (may include clerks, healthcare partners, clinic administrators, linkage to care staff, social workers)
Public Health Specialists	Public health and population-oriented program staff (may include planners, coordinators, trainers)
Data Drivers	Individuals who create or analyze data (may include epidemiologists, public health informaticians, researchers)
Healthcare Providers	Licensed staff who provide direct care to patients (may include physicians, nurses, nurse practitioners, physician assistants)
Directors	Individuals who provide broad vision and direction for the organization and its programs (may include directors, associate directors, administrative directors, program directors)

- Identify staff members who represent the job category groups and invite them to participate in the workshops. Each workshop should focus on a specific job category (or the cross-cutting competencies) and should include a sufficient number of individuals who work in those positions to be inclusive and have a meaningful voting process. For a medium or large organization, 10-20 individuals may be a good target number. Smaller organizations may wish to engage a smaller number of individuals or to lump positions into a few groups and meet with each of the small groups, rather than conducting workshops. Each workshop typically takes about 2 hours, although workshop length can vary depending on the number of participants and level of discussion.
- Select a neutral facilitator(s) to conduct the workshop based on the steps described in *Conducting the Workshop*. Facilitators should have a working knowledge of the Core Competencies and the prioritization process and be able to engage the groups in discussion without imposing their views about priorities on the groups.¹

Conducting the Workshop:

- Provide participants with a brief overview of the Core Competencies, including the [skill areas represented by each of the eight domains](#) within the Core Competencies, to ensure that all participants have basic knowledge with which to engage in the prioritization process. This can be accomplished in-person or by webinar using a PowerPoint presentation.
- Guide participants through the two-step voting process.
- **Step 1:**
 - Beginning with Domain 1: Analytical/Assessment Skills, using the [modified version of the Core Competencies](#) (pages 9-12), describe the competencies contained within the domain and the types of activities they reflect.
 - Distribute the Competency Selection Worksheet for Domain 1. Each participant should receive a copy of the worksheet. The Competency Selection Worksheets are available as a supplemental file from www.phf.org/DeterminingPHJobCompetencies.

Modified Version of the Core Competencies	
Domain 1: Analytical/Assessment Skills	
Data collection	Collect quantitative and qualitative data and information on community health needs Collect quantitative and qualitative data and information on community assets
Data analysis	Determine validity, reliability, and comparability of data Analyze quantitative and qualitative data Interpret quantitative and qualitative data
Community health assessment	Assess community health status

¹ Organizations who wish to engage in this prioritization process may benefit from working with an external facilitator who can manage the process and a content expert with expertise related to the Core Competencies who can provide background information, describe the domains and the modified version of the Core Competencies, and answer participants' questions. The [Public Health Foundation](#) (PHF) provides these facilitation services to public health organizations. To discuss contracting with PHF for these services, please contact Margie Beaudry at mbeaudry@phf.org or 202-218-4415.

- Ask participants to select the most important competencies within the domain for their job category.
 - The number of competencies that can be selected varies by domain. Use the table below or the [Voting Guide](#) (page 18) to determine how many competencies can be selected for each domain. For example, for Domain 1, participants can select up to three competencies that they believe are the most important for their job category. If participants feel that the competencies within the domain are not relevant for their job category, they may select fewer competencies.
 - Instruct participants to make their own selections and to record them on the Competency Selection Worksheets.

Competency Selection Worksheet Domain 1: Analytical/Assessment Skills	
<i>(Insert organization's question for participants)</i>	
	Vote
Domain 1: Analytical/Assessment Skills	
Data collection	
Collect quantitative and qualitative data and information on community health needs	
Collect quantitative and qualitative data and information on community assets	
Data analysis	
Determine validity, reliability, and comparability of data	
Analyze quantitative and qualitative data	
Interpret quantitative and qualitative data	
Community health assessment	
Assess community health status	
Develop community health assessment	
Evidence-based decision making	
Make evidence-based decisions	
Advocate for the use of evidence	
Ethical use of data	
Apply ethical principles in the use of data and information	
Information technology	
Apply information technology in the use of data and information	

Domain	Number of Competencies in Domain	Maximum Number of Competencies to Select/Votes per Participant
1: Analytical/Assessment Skills	6	3
2: Policy Development/Program Planning Skills	7	3
3: Communication Skills	7	3
4: Cultural Competency Skills	4	2
5: Community Dimensions of Practice Skills	7	3
6: Public Health Sciences Skills	5	2
7: Financial Planning and Management Skills	10	4
8: Leadership and Systems Thinking Skills	8	3

- Count the number of votes for each competency to determine the three competencies within Domain 1 that received the most votes. Votes can be counted by having participants raise their hands to vote or by collecting completed Competency Selection Worksheets from participants.
 - Record the number of votes for each competency in the Tab 2 spreadsheet in the Voting Template. The Voting Template is available as a supplemental file from www.phf.org/DeterminingPHJobCompetencies.
 - Record the top three competencies for Domain 1 on a flip chart. Do not include the domain name or the number of votes on the flip chart.
- Repeat this process for each of the domains, using the [Voting Guide](#) to determine how many votes participants have and how many competencies should be selected within each domain.
 - Record all votes in the same Tab 2 spreadsheet in the Voting Template.

- Record all of the top competencies selected on the same flip chart. When complete, the flip chart should list the 23 competencies that have been selected as most important for the job category.
- **Step 2:**
 - Using this list of 23 competencies, ask participants to identify up to eight competencies that they believe are the most essential for their job category.
 - Have participants place colored dots or draw checkmarks next to their selections on the flip chart.
 - Each participant gets eight votes that he/she can distribute as desired.
 - Count the number of votes for each competency to identify the top eight competencies that are most essential for individuals in the job category.
- **Dealing with a Tie:**
 - If voting during Step 1 or 2 results in a tie that affects the number of competencies that would be selected, facilitators should use their judgement to address this. Options for addressing this include conducting a tie-breaker vote or adding all of the tied competencies to the list.
 - With a tie-breaker vote, participants are asked to vote among only the competencies that are tied. This vote should be conducted at the time the tie occurs, before moving on to discuss the next domain.
 - Record the results of the tie-breaker vote in the same Tab 2 spreadsheet in the Voting Template as the results of the initial vote and add the appropriate competencies to the same flip chart.
 - If a tie-breaker vote is unsuccessful, facilitators may wish to simply add all of the tied competencies to the list.
 - A tie-breaker vote may be more appropriate in Step 1 of the voting process. Adding all of the tied competencies to the list may be more appropriate in Step 2.
- **Discussion:** Facilitate a discussion about this list of essential competencies and adjust the list as needed.
 - Ask participants questions such as:
 - *Is this list representative of the skills and knowledge needed by individuals in this job category?*
 - *Are there competencies on this list that surprise you?*
 - *Are there competencies that you expected to see on this list that are missing?*
 - *Do any competencies need to be added to the list or combined with similar competencies?*
 - Use the results of the discussion to adjust the list of competencies as needed.
 - It is fine to add, remove, or combine competencies based on the discussion, but try not to let the final list grow to more than about 10 competencies. The purpose of this process is not to identify any competency that may be relevant for a position, but to focus in on the most essential competencies for the position. The target is a list of eight essential competencies.

- Repeat this process for each of the job category groups to identify essential competencies for that job category.
- Repeat this process with a leadership team, workforce development team, or other group with an organization-wide perspective to identify cross-cutting competencies relevant for all staff within the organization.

Following the Workshop:

- Record any notes about decisions made in creating the competency lists in the Tab 2 spreadsheet in the Voting Template.
- Summarize the results of the votes for all job category groups and the cross-cutting group in the Tab 3 spreadsheet in the Voting Template to enable comparison across groups.
- Document the final lists of competencies for all job category groups and the cross-cutting group in the Tab 4 spreadsheet in the Voting Template to enable comparison across groups.

Using the Results

The lists of essential competencies identified for the job categories, along with the list of cross-cutting competencies for the organization, can be used to incorporate competencies into job descriptions. These competency lists offer a starting point in terms of important foundational skills for the positions present within the organization. In prioritization activities, organizations must balance a desire for specificity with the time needed to complete the activity. It would be possible to conduct this prioritization process with more specific job category groups than those described in the example above and thus to develop competency lists even more specific to individual positions; however, this would require additional time and resources. The competency lists identified through this process should be considered in the context of each individual type of position and adjusted as necessary to capture the nuances of the position.

These competency lists are based on the modified version of the Core Competencies and can be mapped back to the original version of the Core Competencies using the [Competency Map](#) (pages 13-17). In incorporating competencies into job descriptions, organizations may wish to list relevant individual competencies from the Core Competencies or to develop brief phrases that capture the general intent of the competencies.

Competency Map	
Modified Version of the Core Competencies for Public Health Professionals	Core Competencies for Public Health Professionals
Domain 1: Analytical/Assessment Skills	
Data collection Collect quantitative and qualitative data and information on community health needs Collect quantitative and qualitative data and information on community assets	1B2, 1B7, 1B8, 1B11
Data analysis Determine validity, reliability, and comparability of data Analyze quantitative and qualitative data Interpret quantitative and qualitative data	1B5, 1B6, 1B9, 1B10
Community health assessment	1B1, 1B12, 1B13

Completing this prioritization process for several job category groups that well represent the staff of an organization can enable the organization to look across the groups to see which competencies are being prioritized and where there may be gaps. If the competencies prioritized by the staff members working in a position are very different from the competencies expected of those individuals by leadership, better communication and alignment of job descriptions with actual job responsibilities and tasks may be needed.

Other Potential Uses

The prioritization process in this tool has been presented as a way to identify competencies for use in job descriptions within public health organizations – identifying the most essential competencies needed by staff members to support the current work of an organization. The modified version of the Core Competencies and a similar process could also be used in other workforce development activities, to prioritize competencies, conduct competency assessments, identify training needs, and develop workforce development plans. By varying the question asked of participants engaged in the process, organizations can focus in on the most critical competencies for their organizations in a variety of ways and look at current as well as future assets and needs.

Questions or Assistance

Technical assistance is available to support public health organizations in using this prioritization process. For questions related to this tool or additional information on obtaining assistance, please contact Kathleen Amos at kamos@phf.org or 202-218-4418.

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Modified Version of the Core Competencies

Based on the [Core Competencies for Public Health Professionals](#) (Core Competencies), this list of competencies was developed by grouping similar competency statements together into categories that capture the general intent of the statements. This modified version draws on [Tier 2](#) of the Core Competencies, with competencies pulled from [Tier 3](#) only when there is no equivalent competency at the Tier 2 level. The items in bold within each domain are the competencies that make up the modified version. Within each competency in the modified version, brief descriptions are included that illustrate the types of skills and knowledge represented by that competency.

Domain 1: Analytical/Assessment Skills
Data collection Collect quantitative and qualitative data and information on community health needs Collect quantitative and qualitative data and information on community assets
Data analysis Determine validity, reliability, and comparability of data Analyze quantitative and qualitative data Interpret quantitative and qualitative data
Community health assessment Assess community health status Develop community health assessment
Evidence-based decision making Make evidence-based decisions Advocate for the use of evidence
Ethical use of data Apply ethical principles in the use of data and information
Information technology Apply information technology in the use of data and information
Domain 2: Policy Development/Program Planning Skills
Community health improvement planning Use community health assessment in developing community health improvement plan
Strategic planning Contribute to development of strategic plan Implement strategic plan
Policy, program, and service development Develop goals and objectives Monitor trends Develop and recommend options
Policy, program, and service implementation Implement policies, programs, and services Manage within budgets and staffing levels

Policy, program, and service improvement Evaluate policies, programs, and services Implement strategies for continuous improvement
External policies, programs, and services Influence policies, programs, and services external to the organization
Public health informatics Apply public health informatics to policies, programs, and services
Domain 3: Communication Skills
Literacy assessment Assess the literacy of populations served
Written and oral communication Communicate in writing and orally with linguistic and cultural proficiency
Community input Solicit input from the community
Information dissemination Determine approaches for disseminating data and information Convey data and information
Behavior change Communicate to influence behavior
Facilitation Facilitate communication
Agency and organization roles Communicate the roles of governmental public health, health care, and other partners
Domain 4: Cultural Competency Skills
Population diversity Describe the concept of diversity Describe the diversity within a community
Workforce diversity Describe the value of a diverse workforce Advocate for a diverse workforce
Cultural influences on policies, programs, and services Recognize the influence of population diversity on programs, policies, and services Address population diversity in policies, programs, and services
Policy, program, and service impacts Assess the effects of policies, programs, and services on different populations
Domain 5: Community Dimensions of Practice Skills
Community programs and services Distinguish the roles and responsibilities of governmental and non-governmental organizations

Relationship building Identify relationships that are affecting health Develop relationships Maintain relationships
Partner collaboration Facilitate collaboration among partners
Community engagement Engage community members Use community input for policies, programs, and services
Community assets Explain the ways assets and resources can be used
Advocacy Advocate for policies, programs, and resources
Community-based participatory research Collaborate in community-based participatory research
Domain 6: Public Health Sciences Skills
Foundation of public health Discuss the scientific foundation of public health Describe prominent events in public health
Application of public health sciences Use public health sciences for policies, programs, services, and research Apply public health sciences in administration and management
Public health evidence Retrieve evidence from print and electronic sources Determine limitations of evidence Use evidence for policies, programs, and services
Research ethics Identify the laws, regulations, policies, and procedures for ethical research
Evidence-based public health Contribute to the public health evidence base Develop partnerships to increase use of evidence
Domain 7: Financial Planning and Management Skills
Governmental agencies Explain the structures, functions, and authorizations of governmental public health Identify government agencies with authority to address community health needs
Governance Implement policies and procedures of the governing body
Public health and health care funding Explain public health and health care funding mechanisms and procedures

Budgeting Justify programs for inclusion in budgets Develop budgets Defend budgets
Proposal writing Prepare funding proposals
Contract negotiation Negotiate contracts and other agreements
Financial analysis Use financial analysis methods for policies, programs, and services
Team building Establish teams
Motivation Motivate personnel
Performance management Develop performance management system Use performance management system
Domain 8: Leadership and Systems Thinking Skills
Ethics Incorporate ethical standards of practice into all interactions
Systems thinking Describe public health as part of a larger system Explain how public health, health care, and other organizations can work together or individually
Vision Collaborate in developing a vision for a healthy community
Factors impacting effectiveness Analyze facilitators and barriers that may affect policies, programs, services, and research
Professional development Provide opportunities for professional development Ensure use of professional development opportunities
Change management Modify practices in consideration of changes
Continuous improvement Contribute to continuous performance improvement
Advocacy for public health Advocate for the role of public health in population health

Competency Map

This mapping shows how the [modified version of the Core Competencies for Public Health Professionals](#) (Core Competencies) relates to the [original version](#), illustrating how competencies are grouped into broader categories in the modified version. For the full competency statements to which the numbers in the table below refer, please access the original version of the Core Competencies at www.phf.org/corecompetencies.

Modified Version of the Core Competencies for Public Health Professionals	Core Competencies for Public Health Professionals – Competency Number
Domain 1: Analytical/Assessment Skills	
Data collection Collect quantitative and qualitative data and information on community health needs Collect quantitative and qualitative data and information on community assets	1B2, 1B7, 1B8, 1B11
Data analysis Determine validity, reliability, and comparability of data Analyze quantitative and qualitative data Interpret quantitative and qualitative data	1B5, 1B6, 1B9, 1B10
Community health assessment Assess community health status Develop community health assessment	1B1, 1B12, 1B13
Evidence-based decision making Make evidence-based decisions Advocate for the use of evidence	1B14, 1B15
Ethical use of data Apply ethical principles in the use of data and information	1B3
Information technology Apply information technology in the use of data and information	1B4
Domain 2: Policy Development/Program Planning Skills	
Community health improvement planning Use community health assessment in developing community health improvement plan	2B1
Strategic planning Contribute to development of strategic plan Implement strategic plan	2B3, 2B4
Policy, program, and service development Develop goals and objectives Monitor trends Develop and recommend options	2B2, 2B5, 2B6, 2B7, 2B8

Policy, program, and service implementation Implement policies, programs, and services Manage within budgets and staffing levels	2B9, 7B11
Policy, program, and service improvement Evaluate policies, programs, and services Implement strategies for continuous improvement	2B10, 2B11, 2B12
External policies, programs, and services Influence policies, programs, and services external to the organization	2C10
Public health informatics Apply public health informatics to policies, programs, and services	2B13
Domain 3: Communication Skills	
Literacy assessment Assess the literacy of populations served	3B1
Written and oral communication Communicate in writing and orally with linguistic and cultural proficiency	3B2
Community input Solicit input from the community	3B3
Information dissemination Determine approaches for disseminating data and information Convey data and information	3B4, 3B5
Behavior change Communicate to influence behavior	3B6
Facilitation Facilitate communication	3B7
Agency and organization roles Communicate the roles of governmental public health, health care, and other partners	3B8
Domain 4: Cultural Competency Skills	
Population diversity Describe the concept of diversity Describe the diversity within a community	4B1, 4B2
Workforce diversity Describe the value of a diverse workforce Advocate for a diverse workforce	4B7, 4B8
Cultural influences on policies, programs, and services Recognize the influence of population diversity on programs, policies, and services Address population diversity in policies, programs, and services	4B3, 4B4, 4B5

Policy, program, and service impacts Assess the effects of policies, programs, and services on different populations	4B6
Domain 5: Community Dimensions of Practice Skills	
Community programs and services Distinguish the roles and responsibilities of governmental and non-governmental organizations	5B1
Relationship building Identify relationships that are affecting health Develop relationships Maintain relationships	5B2, 5B3, 5B4, 5B5
Partner collaboration Facilitate collaboration among partners	5B6
Community engagement Engage community members Use community input for policies, programs, and services	5B7, 5B8
Community assets Explain the ways assets and resources can be used	5B9
Advocacy Advocate for policies, programs, and resources	5B10
Community-based participatory research Collaborate in community-based participatory research	5B11
Domain 6: Public Health Sciences Skills	
Foundation of public health Discuss the scientific foundation of public health Describe prominent events in public health	6B1, 6B2
Application of public health sciences Use public health sciences for policies, programs, services, and research Apply public health sciences in administration and management	6B3, 6B4
Public health evidence Retrieve evidence from print and electronic sources Determine limitations of evidence Use evidence for policies, programs, and services	6B5, 6B6, 6B7
Research ethics Identify the laws, regulations, policies, and procedures for ethical research	6B8
Evidence-based public health Contribute to the public health evidence base Develop partnerships to increase use of evidence	6B9, 6B10

Domain 7: Financial Planning and Management Skills	
Governmental agencies Explain the structures, functions, and authorizations of governmental public health Identify government agencies with authority to address community health needs	7B1, 7B2
Governance Implement policies and procedures of the governing body	7B3
Public health and health care funding Explain public health and health care funding mechanisms and procedures	7B4
Budgeting Justify programs for inclusion in budgets Develop budgets Defend budgets	7B5, 7B6, 7B7
Proposal writing Prepare funding proposals	7B8
Contract negotiation Negotiate contracts and other agreements	7B9
Financial analysis Use financial analysis methods for policies, programs, and services	7B10
Team building Establish teams	7B12
Motivation Motivate personnel	7B13
Performance management Develop performance management system Use performance management system	7B14, 7B15, 7B16
Domain 8: Leadership and Systems Thinking Skills	
Ethics Incorporate ethical standards of practice into all interactions	8B1
Systems thinking Describe public health as part of a larger system Explain how public health, health care, and other organizations can work together or individually	8B2, 8B3
Vision Collaborate in developing a vision for a healthy community	8B4
Factors impacting effectiveness Analyze facilitators and barriers that may affect policies, programs, services, and research	8B5

Professional development Provide opportunities for professional development Ensure use of professional development opportunities	8B6, 8B7
Change management Modify practices in consideration of changes	8B8
Continuous improvement Contribute to continuous performance improvement	8B9
Advocacy for public health Advocate for the role of public health in population health	8B10

Voting Guide

This guide details the number of votes that each individual can cast and competencies that can be selected within each domain of the [modified version of the Core Competencies for Public Health Professionals](#) as part of the prioritization process. For each domain, Step 1 of the voting process aims to narrow down the number of relevant competencies. Participants are asked to identify the top 2-4 most important competencies within each domain, with the target number depending on the number of competencies within the domain. This results in a list of 23 important competencies, which is further narrowed to eight essential competencies through Step 2 of the voting process.

Domain	Number of Competencies in Domain	Maximum Number of Competencies to Select/Votes per Participant
1: Analytical/Assessment Skills	6	3
2: Policy Development/Program Planning Skills	7	3
3: Communication Skills	7	3
4: Cultural Competency Skills	4	2
5: Community Dimensions of Practice Skills	7	3
6: Public Health Sciences Skills	5	2
7: Financial Planning and Management Skills	10	4
8: Leadership and Systems Thinking Skills	8	3
Total Number of Competencies After First Stage of Voting		23
Total Number of Competencies After Second Stage of Voting		8