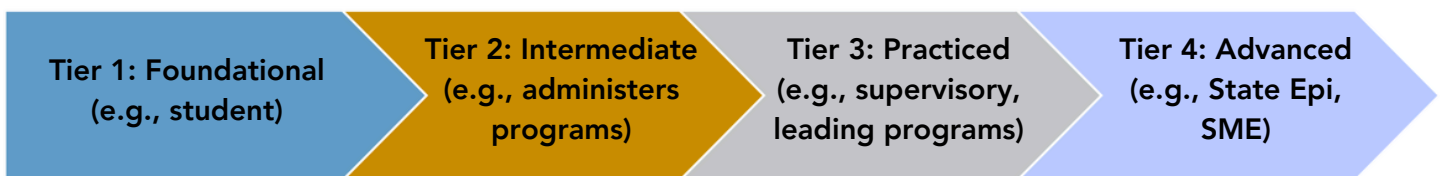


Purpose:

Create a career advancement portfolio outlining career growth from the Intermediate Tier to the Practiced Tier utilizing the Applied Epidemiology Competencies (AECs) to gain skills in epidemiology program and personnel management.

The AECs tiers can be used to outline the increasing skill level expected for epidemiologists as they progress in their careers.



What is a Career Advancement Portfolio?

A career advancement portfolio is a new way of looking at career ladders or career paths in a more flexible way. It considers many types of work and personal experiences and the development of skills that may be relevant to future job roles and career goals. A career advancement portfolio highlights the range of experiences that an employee already has and the skills they are hoping to acquire as they progress in their career.

Review the following steps to create a career advancement portfolio for yourself.

Step 1:

Establish your career advancement goals

Think about your career to this point. What kind of advancement aligns with what you want and need out of your career? You do not need to have everything decided at the start; begin by identifying initial priorities, boundaries, and a direction. These will provide a base framework that can be expanded upon or changed over time. Career advancement is an evolving process that should give you the opportunity to try things and change direction if needed.

Consider where you would like to see yourself in your career in the next 5 years. What functions do you see yourself serving? Examples could include:

- Leading the healthcare-acquired infections epidemiology program.
- Supervising a small team of epidemiologists.

Where would you like to see yourself in your career in 5 years?

Step 2:

Create a plan for advancement

Assess what competencies and abilities you currently have and what ones you will need to achieve your goals. It is helpful to assess yourself against the AECs and the skills you may need to advance to the next tier when creating a career advancement portfolio.

Tier 2: Intermediate

- Individuals with these skills are those who administer epidemiology programs and projects often independently.
- These individuals may require supervision while managing larger or more complex programs or projects and other tasks.
- Their responsibilities include conducting epidemiologic investigations including application of a health equity science perspective; communicating epidemiologic findings to diverse audiences; defining public health actions and interventions; collaborating with others to perform epidemiologic activities; and applying data to support public health policies, services, and programs.

Tier 3: Practiced

- Individuals with these skills are those with subject matter expertise or who manage epidemiology programs and resources which may include finances and personnel.
- These individuals perform their job duties independently and may supervise others on a project-basis or all the time.
- Their responsibilities include systems thinking; development of surveillance systems; interpreting the results of epidemiologic investigations and surveillance including application of a health equity science perspective; evaluating the suitability of data collection, databases, and program objectives; developing communication strategies to present data, key findings, and interventions to professional audiences and the public; assigning resources to epidemiology activities and programs; promoting evidence-based decision making using epidemiology data; and evaluating the impact of activity toward community health goals.

Typically, as individuals advance from one tier to the next, they require less supervision in performing their job duties, gain skills in communicating at an executive level, become more comfortable advocating for programs, policies, and interventions, and become more capable of leading projects or programs and their affiliated staff.

When planning, consider knowledge, skills, and abilities gained from experiences beyond traditional job duties; these might include freelance roles, volunteering, side projects, hobbies, and personal commitments with friends and family. How might these be applied or developed to expand your existing skills? Consider focusing on developing skills relating to management of projects, tasks, and organizational resources, advanced applied epidemiology practices, and leading projects and personnel.

When completing the following table, be sure to identify specific AECs competencies and subcompetencies that align with your career goals and that you can work towards.

Based on the example career advancement goals described in Step 1 above, these may be competencies and subcompetencies such as:

- **T3: 1.9.1.**
 - Proposes new recommendations or modifications to existing interventions based on evidence (e.g., key findings, community input, risk communication and risk reduction methods, and shared risk and protective factors).
- **T3: 2.2.1.**
 - Collaborates with other public health disciplines and experts to assess provided data and draw conclusions applicable to epidemiologic activities.
- **Competency 3.3.**
 - Facilitates accessible communication among individuals, groups, and organizations.
- **T3: 4.2.2.**
 - Identifies partners and collaborators necessary for epidemiologic activities and community capacity building (e.g., including people from racial and ethnic minority groups, historically underserved and underrepresented groups, and groups subject to health disparities).
- **Competency 5.3.**
 - Manages operation and financial resources for epidemiologic activities.
- **T3: 6.1.1.**
 - Constructs proposed projects and programs to support the organization's vision and program goals.
- **Competency 6.3.**
 - Engages in performance management of self and other team members.

The CSTE 2023 AECs Report can be found [here](#) for reference.

Tier 2: Intermediate



Tier 3: Practiced

In what areas does the employee need to demonstrate growth to progress to the next tier?

What existing professional and personal knowledge, skills, and abilities can be applied to your career advancement?

What changes are needed in technical core knowledge, skills, and abilities?

What changes are needed in leadership and management knowledge, skills, and abilities?

To what extent does there need to be a change in responsibilities (supervision of projects or individuals)?

Step 3:

Gain new skills

Once you have identified the skills you want to develop, begin seeking opportunities to gain them. This could include:

- serving as mentor inside and/or outside of your organization.
- supervising a fellow in your department or hosting an intern.
- taking additional training courses.
- earning a new credential or degree.
- participating in a fellowship program.
- shadowing a senior manager.
- supporting budget or grant development and program fiscal operations.
- volunteering in your community.
- taking on a temporary assignment. Examples of such temporary assignments include covering for a colleague who is on an extended leave or taking the lead on a short-term grant deliverable.
- gaining new experiences within your organization. Examples of new experiences might include lateral movements, career shadowing, or completing stretch projects.
- networking inside and outside of your organization. Ways to network might include joining professional organizations (e.g., CSTE), going to conferences, and connecting on professional social media websites.

Your plan to gain new skills should be drafted with “SMART” goals wherever possible. A SMART goal is a goal that is: Specific, Measurable, Achievable, Relevant, and Time-Bound. Using SMART goals can help you make deliberate steps necessary to develop your competencies and advance your career.

How do you plan to gain these new skills?

Be sure to document all of these activities and the skills that you have developed from them in your career portfolio. Map out how these new competencies align with your career goals and skills associated with the new position you may be seeking. If you have involved your manager or human resources (HR) department in your career advancement planning, they might be able to assist you in ways such as:

- identifying opportunities and funding sources within the organization.
- assigning new projects.
- identifying potential mentors.

Step 4:

Advance towards your career goals

Once you have developed the skills necessary to advance in your career, consider seeking out new opportunities. These can be within your organization or at other organizations. Ensure that you can demonstrate how you have grown and developed new competencies to your organization or to a new employer. Familiarize yourself with your career advancement portfolio and how each of the new experiences, training, and projects you have completed align with the knowledge, skills, and abilities they are looking for; be prepared to answer competency-based interview questions relating to these concepts. Career advancement portfolios should be used in an iterative process which can be refined and adjusted as individuals advance in their careers.

References:

- Gibson, K. How to Jumpstart your Career Advancement. (April 4 2023). Harvard Business School. Available at: <https://online.hbs.edu/blog/post/career-advancement-opportunities>.
- Coursera. Career Advancement Guide: Growth Tips to Achieve Your Goals. (June 16 2023). Coursera. Available at: <https://www.coursera.org/articles/career-advancement>.
- Rinne, A. Why You Should Build a “Career Portfolio” (Not a “Career Path”). (October 13 2021). Harvard Business Review. Available at: <https://hbr.org/2021/10/why-you-should-build-a-career-portfolio-not-a-career-path>.
- Kiner, M. How to Create Career Paths and Retain Top Talent. (March 3 2022). Forbes. Available at: <https://www.forbes.com/sites/forbeshumanresourcescouncil/2022/03/03/how-to-create-career-paths-and-retain-top-talent/?sh=7993691a70f1>.
- SHRM. Developing Employee Career Paths and Ladders. (n.d.). SHRM. Available at: <https://www.shrm.org/topics-tools/tools/toolkits/developing-employee-career-paths-ladders>.

Authors:

Julianne L. Baron, PhD, CPH, RBP, Science and Safety Consulting, Paid Consultant

Sarah Auer, MPH, CHES, Council of State and Territorial Epidemiologists, Program Analyst II

Jessica Arrazola, DrPH, MPH, MCHES, Council of State and Territorial Epidemiologists, Director of Educational Strategy

The 2023 Applied Epidemiology Competencies (AECs) toolkit materials project was supported by Cooperative Agreement number NU38OT000297 from the Centers for Disease Control and Prevention (CDC). These toolkit materials are solely the responsibility of the authors and do not necessarily represent the official views of the CDC. The toolkit materials are primarily written by Julianne Baron of Science and Safety Consulting, LLC with support from CSTE staff members Sarah Auer and Jessica Arrazola.

The Council of State and Territorial Epidemiologists (CSTE) acknowledges their members and partners who participated in review and suggested revision to these toolkit materials.