

UC Executive MHA Competency Model

The University of Cincinnati's Executive MHA program is a competency-based program that utilizes several components of the [National Center for Healthcare Leadership Competency Model 3.0](#) to measure student competency attainment throughout the 13 courses in the program.

While all components of the NCHL model are valuable to promote leadership growth and professional development for healthcare professionals, the **UC Executive MHA program adopted 14 of the 26 competencies** that are directly measurable and well-suited for assessment in a fully online curriculum designed for experienced working professionals.

The UC Executive MHA Competency Model Curriculum Map:

NCHL Domain	Competency	Definition	Courses
Execution	Analytical Thinking	Developing a deeper understanding of a situation, issue, or problem. It may include organizing the parts of a situation, issue, or problem systematically; making systematic comparisons of different features or aspects; setting priorities on a rational basis.	HCA 7001 HCA 7002 HCA 7031 HCA 7032 HCA 7033 HCA 7041 HCA 7081 HCA 7099 ECON 7021 FIN 7021 FIN 7022 MGMT 7022
Execution	Comm-1 Writing Skills	The ability to use written communications in formal and informal situations to convey meaning, build shared understanding, and productively move agendas forward.	HCA 7001 HCA 7002 HCA 7031 HCA 7032 HCA 7033 HCA 7041 HCA 7081 HCA 7099
Execution	Comm-2 Speaking and Facilitating	The ability to use spoken communications in formal and informal situations to convey meaning, build shared understanding, and productively move agendas forward.	HCA 7001 HCA 7002 HCA 7032 HCA 7033 HCA 7099
Execution	Performance Measurement	The ability to understand and use statistical and financial metrics and methods to set goals and measure clinical as well as organizational performance; commits to and deploys evidence-based techniques.	HCA 7041 HCA 7081 HCA 7099 OM 7042
Execution	Process and QI	The ability to analyze and design or improve an organizational process, including incorporating the principles of high reliability, continuous	HCA 7041 HCA 7081 HCA 7099

		quality improvement, and user-centered design.	OM 7042
Relations	Collaboration	The ability to work cooperatively and inclusively with other individuals and/or teams they do not formally lead; working together, as opposed to working separately or competitively.	HCA 7001 HCA 7002 HCA 7032 HCA 7033 HCA 7099 ECON 7021 MGMT 7022
Relations	Impact and Influence	The ability to persuade, convince, influence, or impress others (individuals or groups) in order to get them to go along with or to support one's opinion or position. The "key" is understanding others' interests and motivations, in order to have a specific impact, effect, or impression on them and/or convince them to take a specific course of action.	HCA 7001 HCA 7002 HCA 7031 HCA 7032 HCA 7033 HCA 7081 HCA 7099 ECON 7021 MGMT 7022
Transformation	Change Leadership	The ability to energize stakeholders and sustain their commitment to changes in approaches, processes, and strategies.	HCA 7002 HCA 7031 HCA 7032 HCA 7041 HCA 7099 MGMT 7022 OM 7042
Transformation	Information Seeking	An underlying curiosity and desire to know more about things, people, and issues, including the desire for knowledge and staying current with health, organizational, industry, and professional trends and developments. It includes pressing for more precise information; resolving discrepancies by asking a series of questions; and scanning for potential opportunities or information that may be of future use, as well as staying current and seeking best practices for adoption.	HCA 7001 HCA 7002 HCA 7031 HCA 7032 HCA 7033 HCA 7041 HCA 7081 HCA 7099 ECON 7021 FIN 7021 FIN 7022 MGMT 7022 OM 7042
Transformation	Strategic Orientation	The ability to consider the business, demographic, ethnocultural, political, and regulatory implications of decisions that continually improve the long-term success and viability of the organization.	HCA 7001 HCA 7002 HCA 7031 HCA 7032 HCA 7033 HCA 7041 HCA 7081 HCA 7099 ECON 7021

			MGMT 7022 OM 7042
Health Systems Awareness & Business Literacy	Financial Skills	The ability to understand and explain financial and accounting information, prepare and manage budgets and make sound long-term investment decisions.	HCA 7081 HCA 7099 FIN 7021 FIN 7022 ECON7021
Health Systems Awareness & Business Literacy	Human Resources Management	The ability to implement staff development and other management practices that represent contemporary best practices, comply with legal and regulatory requirements, and optimize the performance of the workforce, including performance assessments, alternative compensation and benefit methods, and the alignment of human resource practices and processes to meet the strategic goals of the organization.	HCA 7002 HCA 7081 HCA 7099
Health Systems Awareness & Business Literacy	Information Technology Management	The ability to see the potential for administrative and clinical technologies to support process and performance improvement.	HCA 7041 HCA 7081 HCA 7099 HI 7010 (beginning Fall 2025) OM 7042
Self-Awareness and Self-Development	Self-Awareness	The ability to have an accurate view of one's own strengths and development needs, including the impact that one has on others. A willingness to address development needs through reflective, self-directed learning, and by trying new approaches.	HCA 7001 HCA 7002 HCA 7041 HCA 7099

Competency Milestones:

Students will complete a baseline competency self-assessment of at the start of the program; at the end of each course for the assigned competencies; mid-program with faculty advisor review of progress to date; and upon completion of Capstone at the end of the program. The student self-assessment proficiency scale (adapted from the University of Kentucky's MHA Comptency Model):

Self-Assessment Criteria	Descriptor
Beginning	This is a new skill I could not perform and/or a skill I might not have learned before. I would need close guidance and cannot perform independently.
Developing	This skill is somewhat familiar, but I would benefit from additional education, experience, and assistance to perform this skill. I have enough confidence to perform with frequent guidance.
Advancing	This is a familiar skill where I am strengthening my confidence in applying this skill to a variety of increasingly complex scenarios. I could perform this skill with minimal guidance.

Proficient	I am completely comfortable applying this skill to a broad range of complex scenarios and would feel comfortable helping a less experienced person learn this skill. I am very confident I can perform this skill independently with no guidance.
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Faculty will complete student competency assessments for each student at the end of each course for the assigned competencies; mid-program with faculty advisor review of student progress to date; and upon completion of Capstone at the end of the program. The faculty competency assessment scale is aligned with the student self-assessment scale but is more granular to show progression between the levels of competency. The faculty competency assessment proficiency scale (adapted from the University of Kentucky’s MHA Competency Model):

Faculty Assessment Criteria	Descriptor
Beginning Level 1	Beginning - Demonstrated a basic knowledge level in course assignments. Needs additional opportunities to fully understand the complexity of the skill and skill elements. The student is at the start of their learning in this area.
Developing Level 2	Developing - Student demonstrates more than a basic knowledge , and ability to perform this skill in course assignments. The student demonstrates an ability to think with additional complexity. The student requires additional feedback/guidance to gain continued development in this competency. The student is not yet considering all the variables and decision points in this area.
Advancing Level 3	Advancing - The student demonstrates an in-depth proficiency of this competency on course assignments. The student demonstrates advanced knowledge and skill for this competency and can apply it with increasing complexity. They are gaining the ability to develop recommendations and analysis that include many of the critical stakeholders, data points, and metrics in their assignments.
Proficient Level 4	Proficient - The student demonstrates a broad, in-depth ability in performing the competency across varied and complex situations , with many variables, and with significant complexity. They consider critical stakeholders, data, analysis, metrics, etc. each time they demonstrate this skill. The student can easily explain the relevant process elements and issues in significant detail in discussions and presentations.

Target Competency Attainment Level: As an executive program designed for working professionals, the **minimum** level of “Developing” is expected for all students; however, the **target** level is “Advancing” with a stretch goal of Proficiency for the most experienced executives.