

# Master of Health Administration (MHA) Competency Model

The Master of Health Administration (MHA) competency model identifies a set of 21 current and relevant competencies for working adults seeking to advance their careers in health administration. Competencies are knowledge and skills that are observable and measurable.

The competencies in the MHA competency model are organized into the following 5 domains:

- Leadership
- Communications and relationship management
- Professionalism
- Knowledge of the health care environment
- Business skills

Each domain consists of competencies, and each competency consists of standards. These competencies and standards are expected to be learned throughout the program. To measure this, there are 6 MHA program competency proficiency levels (levels 1–6) that should be demonstrated at an increasing level of proficiency for each standard from the beginning to the end of the program.

Refer to the list in the MHA Program Curriculum Domains, Competencies, Standards, and Proficiency Level Goals section and the list in the MHA Competency Model Proficiency Level Descriptors section for comprehensive information.

## MHA Program Curriculum Domains, Competencies, Standards, and Proficiency Level Goals

The MHA competency model is grouped into 5 domains. The competencies are organized into 1 of the 5 domains. Each competency has 1 or more standards that are measured in different courses throughout the program. The level provided in parentheses indicates the proficiency goal for that standard that is expected by the end of the program. However, not every standard's proficiency will begin at 1 or end at 6. Refer to the course syllabus for the specific standards assessed in that course. For information about resources that were used to develop this model, access the How the MHA Competency Model was Developed section on this page.

### Domain Competencies and Standards

#### Domain 1: Leadership

- 1.A: Leadership Skills and Behavior
- 1.A.1: Evaluate the impact of different leadership styles, techniques, theories, and decision-making. (Level 4)
- 1.B: Engaging Culture and Environment
- 1.B.A: Support an organizational culture that encourages teamwork, trust, diversity, and cultural competence. (Level 5)
- 1.C: Leading Change
- 1.C.1: Construct and communicate an organizational vision, goals, and values statement. (Level 6)
- 1.D: Driving Innovation
- 1.D.1: Create a process to analyze and drive innovative solutions. (Level 6)

#### Domain 3: Professionalism

- 3.A: Personal and Professional Accountability
- 3.A.1: Organize bylaws, policies, and procedures to advocate for patient rights and manage conflicts of interest. (Level 4)
  - 3.A.2: Assess the requirements for an ethical culture and consequences of unethical actions. (Level 4)
- 3.B: Professional Development and Lifelong Learning
- 3.B.1: Examine professional knowledge and career opportunities through self-assessment. (Self-assessed level)
- 3.C: Empathy
- 3.C.1: Develop an empathetic approach to decision-making and leadership in the health care environment. (Self-assessed level)

#### Domain 5: Business Skills

- 5.A: General Management
- 5.A.1: Evaluate, analyze, and prioritize information for business plan development and implementation. (Level 5)
  - 5.A.2: Weigh problems and opportunities through SWOT analysis, critical thinking, problem solving, and comparative analysis. (Level 5)
  - 5.A.3: Demonstrate and apply systems theory and thinking to understand and diagram inflows, outflows, and feedback loops to create systems and evidence-based practice. (Level 3)
- 5.B: Financial Management
- 5.B.1: Demonstrate an understanding of financial planning, management, analysis, and stewardship principles and tools as applied to budgeting, financial statements, and alignment with organizational objectives. (Level 6)
  - 5.B.2: Apply principles of reimbursement and revenue generation, including the analysis of reward versus risk. (Level 6)
  - 5.B.3: Describe supply chain systems, structure, and processes and its impact on the organization's finances. (Level 3)
- 5.C: Human Resource Management
- 5.C.1: Describe personnel processes, policies, and procedures, including staffing and recruitment, selection and retention, performance monitoring and appraisals, compensation and incentives, training and coaching, and mentoring as part of succession planning. (Level 6)
- 5.D: Organizational Dynamics and Governance
- 5.D.1: Utilize organizational and governance theories to determine governance bylaws/policies, structures, and bodies, including medical staff relationships for the organization. (Level 3)
  - 5.D.2: Understand and interpret governmental regulations, legislative policies, and advocacy processes and integrate them with organizational dynamics, policies, and culture. (Level 4)
- 5.E: Strategic Planning and Marketing
- 5.E.1: Evaluate business plan development and implementation, including business case and exit strategy development, for alignment with organizational goals. (Level 5)
  - 5.E.2: Distinguish marketing principles, planning, and tools. (Level 4)
  - 5.E.3: Organize and lead strategic planning processes, including strategic partnerships, monitoring, and the alignment of tactical objectives with organizational goals. (Level 4)
- 5.F: Information Management
- 5.F.1: Examine the organization's IT requirements for safety, organizational continuity, and ability to use data for decision-making. (Level 4)
  - 5.F.2: Examine the organization's requirements for systems that meet confidentiality standards, privacy and security laws, and rules and regulations. (Level 4)
- 5.G: Risk Management
- 5.G.1: Differentiate the requirements for the assessment, analysis, and mitigation of organizational risk in all areas, including quality management, patient confidentiality, safety, records, and personnel management. (Level 4)
- 5.H: Quality Improvement
- 5.H.1: Appraise the organization's quality improvement knowledge and related tools for: data collection, measurement, and analysis; benchmarking; participation in national quality and safety initiatives; and patient communications and satisfaction principles and tools. (Level 5)
  - 5.H.2: Demonstrate the use of performance improvement tools, frameworks, and theories in strategic initiatives. (Level 3)



## MHA Competency Model Proficiency Level Descriptors

The MHA competency model proficiency level descriptors describe the levels of competency proficiency that are demonstrated for each standard in the program. Proficiency is achieved at an increasing level from the start to finish of the program.

1. Recall foundational knowledge. Learn and recall additional and more complex information about a competency.
2. Describe competencies and their relevance. Differentiate between multiple competencies.
3. Apply a competency in novel and complex settings.
4. Make connections or describe interrelationships between various competencies, systems, or concepts.
5. Use data, resources, and critical thinking to make a judgement about an issue or competency. Use leadership skills to complete the given task.
6. Synthesize knowledge and skills to create and innovate, often with team involvement and leadership.

## How the MHA Competency Model Is Relevant to Me

The course syllabi include competency standards and expectations for proficiency. Summative assessments are aligned to standards in each course. The standards are assessed through summative assessments in each course. Faculty members then provide summative assessment feedback, noting the level of proficiency demonstrated and where improvement is needed. There are many resources available from the University for assistance in achieving improvement in competency proficiency, including faculty members, the Center for Writing Excellence (CWE), and LinkedIn Learning®. These completed summative assessment deliverables become the basis for a portfolio to share with future employers, demonstrating your proficiency in essential health care manager and leader competencies.



## How the MHA Competency Model Was Developed

The MHA competency model incorporates adapted information from the International Hospital Federation's (IHF) *Leadership Competencies for Healthcare Services Managers* and the American College of Healthcare Executives' (ACHE) *Healthcare Executive: 2022 Competencies Assessment Tool*, in addition to input from industry leaders who participate annually on the College of Health Professions (CHP) industry advisory board and faculty members (subject-matter experts) from the CHP. It is reviewed every three years with input from the members, students, alumni, accrediting organizations, and industry advisors.

## Resources Used to Develop the MHA Competency Model

American College of Healthcare Executives. (2022). *ACHE healthcare executive: 2022 competencies assessment tool*.

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International Hospital Federation. (2015). *Leadership competencies for healthcare services managers*.

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