

# Governors State University

## MHA STUDENT SELF-ASSESSMENT OF COMPETENCY

Name \_\_\_\_\_ Year Enrolled in MHA Program \_\_\_\_\_

Current Semester and Year Enrolled in MHA Program \_\_\_\_\_ Proposed Graduation Date \_\_\_\_\_

Class Currently Enrolled ☐ Deficiency Course ☐ HLAD 7101 ☐ HLAD 8902 ☐ MHA Candidacy Application

**Instruction:** MHA at GSU has a competency model that follows from its mission, vision and values. The model has six domains and a total of 22 competencies that students are prepared for. In the assessment you will be asked to rate your level of ability for each of the 22 GSU MHA competencies on a ten-point scale that ranges from Knowledge to Expert Level. Please know that your honest self-assessment is critical to our ongoing efforts to evaluate teaching effectiveness and content coverage within the program, so be candid in your responses. It will also enable you to track your own progress throughout your academic experience and beyond.

Please note that the program's target for competency development for each student is the application level (i.e., 5 - 7); as such, the program is not designed to develop students at the expert level. Ratings at the expert level are included in the scale for students who arrive with expertise in a specific competency as well as to promote life-long development.

**Important:** You are required to conduct the self-assessment three times throughout your MHA degree study in addition to the self-assessment against each course. The three times of self-assessments include 1) Pre-program self-assessment conducted when entering MHA program; 2) MHA Candidacy Assessment conducted when you apply for MHA Degree Candidacy; and 3) Post-program assessment conducted when exiting the program. Please enter the competency level scores into your JAG Spreadsheet for tracking your competency growth throughout this program. You are also required to submit a copy of your JAG for advising and to be used in aggregate for program evaluation analysis. The information obtained will be treated with complete confidentiality.

**Domain 1. *Knowledge of the Health care system and delivery:*** Students must demonstrate knowledge about general and evolving issues in health care and be prepared to apply this knowledge to diverse health care organizations.

		Competency Level*		
	COMPETENCIES	Knowledge (1-4)	Application (5-7)	Expert (8-10)
1.1	<b>Healthcare Environment:</b> Demonstrate ability to explain issues and advancements in the healthcare industry. 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.			
<b>1.2</b>	<b>Legal and Regulatory Application and Assessment:</b> Demonstrate the capability to understand and explain the regulatory and administrative environment in which the organization functions (e.g. antitrust; Stark, ACA). This includes the ability to understand and explain corporate compliance laws and regulations.			
<b>1.3</b>	<b>Process and Quality Application and Assessment:</b> Demonstrate the ability to analyze and design or improve an organizational process, including incorporating the principles of high reliability, continuous quality improvement, and user-centered design.			

**Domain 2. Business and Management Knowledge:** Students must master core business and organizational management skills in a healthcare context.

		<b>Competency Level</b>		
	<b>COMPETENCIES</b>	Knowledge (1-4)	Application (5-7)	Expert (8-10)
<b>2.1</b>	<b>Human Resources Management:</b> To demonstrate 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.			
<b>2.2</b>	<b>Financial Skills:</b> To explain and understand the financial and accounting information, prepare and manage budgets, and make sound long-term investment decisions.			
<b>2.3</b>	<b>Strategic Orientation:</b> To demonstrate the ability to consider the business, demographic, ethno-cultural, political, and regulatory implications of decisions and develop strategies that continually improve the long-term success and viability of the organization.			
<b>2.4</b>	<b>Project Management:</b> To demonstrate the capability to plan, execute, and oversee a multi-year, large-scale project involving significant resources, scope, and impact			
<b>2.5</b>	<b>Information Technology Management:</b> To demonstrate the capability to see the potential for administrative and clinical technologies to support process and performance improvement. Actively sponsors the continuous seeking of enhanced technological capabilities.			

**Domain 3. Critical Thinking and Analysis:** MHA Students must demonstrate the ability to conceptualize, analyze, synthesize, and evaluate information gathered from diverse sources.

		<b>Competency Level</b>		
	<b>COMPETENCIES</b>	Knowledge (1-4)	Application (5-7)	Expert (8-10)

<b>3.1</b>	<b>Performance Measurement:</b> To demonstrate the ability to analyze and use statistical, financial and performance monitoring metrics and methods to set goals and measure clinical as well as organizational performance; commits to and deploys evidence-based techniques.			
<b>3.2</b>	<b>Innovation:</b> To demonstrate the ability to approach one's work and the organization in new and breakthrough ways, including applying complex concepts, developing creative new solutions, or adapting previous solutions in promising new ways.			
<b>3.3</b>	<b>Analytical Thinking:</b> To demonstrate and develop a deeper understanding of a situation, issue, or problem by breaking it down or tracing its implications step-by-step. It includes organizing the parts of a situation, issue, or problem systematically; making systematic comparisons of different features or aspects; setting priorities on a rational basis; and identifying time sequences, causal relationships, or if-then relationships.			
<b>3.4</b>	<b>Organizational Awareness:</b> To explain, understand and study the formal and informal decision-making structures and power relationships in an organization or industry (e.g., stakeholders, suppliers). This includes the ability to identify who the real decision makers are and the individuals who can influence them, and to predict how new events will affect individuals and groups within the organization.			

**Domain 4. *Policy and Community Engagement:*** Students must demonstrate knowledge of the policy process at various levels of government, as well as the processes and methods required to change and evaluate organizational policy, and strategies to engage the community in multiple types of policy change.

		<b>Competency Level</b>		
	<b>COMPETENCIES</b>	Knowledge (1-4)	Application (5-7)	Expert (8-10)
<b>4.1</b>	<b>Policy and Advocacy:</b> To demonstrate the ability to effectively participate in discussions relating to health policy at the local, state, and federal levels.			
<b>4.2</b>	<b>Community Collaboration:</b> To demonstrate the ability to align one's own and the organization's priorities with the needs and values of the community, including its cultural and ethnocentric values, and to move health forward in line with population-based wellness needs and national health agenda.			

**Domain 5. *Communication:*** MHA Students must apply interpersonal and communication skills in valuable information exchanges with faculty, peers, and preceptors. This includes abilities such as listening and communicating clearly using nonverbal, verbal, and writing skills.

		<b>Competency Level</b>		
	<b>COMPETENCIES</b>	Knowledge (1-4)	Application (5-7)	Expert (8-10)
<b>5.1</b>	<b>Communication Skills:</b> To develop ability to facilitate a group; speak and write in a clear, logical, and grammatical manner in formal and informal situations to prepare cogent business presentations.			
<b>5.2</b>	<b>Interpersonal Understanding:</b> To demonstrate the capability to accurately hear and understand the unspoken or partly expressed thoughts, feelings, and concerns of others, especially those who may			

	represent diverse backgrounds and very different worldviews. Levels of proficiency relate to the increasing complexity and depth of understanding, as well as openness to perspectives very different from one's own.			
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**Domain 6. Professionalism and Leadership:** Students must demonstrate professionalism and leadership indicative of characteristics and abilities to influence others.

		Competency Level		
	COMPETENCIES	Knowledge (1-4)	Application (5-7)	Expert (8-10)
6.1	<b>Professional &amp; Social Responsibility:</b> To demonstrate capability to accurately hear and understand the unspoken or partly expressed thoughts, feelings, and concerns of others, especially those who may represent diverse backgrounds and very different worldviews. Levels of proficiency relate to the increasing complexity and depth of understanding, as well as openness to perspectives very different from one's own.			
6.2	<b>Collaboration:</b> To demonstrate 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.			
6.3	<b>Team Leadership:</b> To demonstrate the ability to lead groups of people toward shared visions and goals, from forming a team that possesses balanced capabilities, to setting its mission, values, and norms, and holding team members accountable individually and as a group for results.			
6.4	<b>Change Leadership:</b> To demonstrate the ability to energize stakeholders and sustain their commitment to changes in approaches, processes, and strategies.			
6.5	<b>Achievement Orientation.</b> Concern for surpassing standards of excellence. Standards may involve past performance (striving for improvement); objective measures (results orientation); outperforming others (competitiveness); challenging goals, or redefining the nature of the standards themselves (innovation).			
6.6	<b>Self-Awareness:</b> To meticulously 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.			

*\*Competency level is based on Bloom's Taxonomy: 1-4: Knowledge level; 5-7: Application level; 8-10 Expert level*

Are there any other competencies that you believe are important for achieving success in your early career?

Is there any change or support would you recommend the Program to provide?

**If you have any questions, please contact Mr. Herbert Pitman at [hpitman@govst.edu](mailto:hpitman@govst.edu)**