



## UCLA MPH Program in Health Policy and Management Competency Model

The MPH in Health Policy and Management uses a competency model that incorporates the essential competencies of the management, policy, and public health foundations of our program. This competency model is detailed in the pages that follow.

The “Examples” column is included to provide an idea of what might be part of the competency category and are offered to provide additional information about the competency definition to help determine if your course covers a competency. ***Any particular course need not cover these specific examples in order to cover a competency.*** These examples hardly cover the breadth of possibilities, but they do provide curricular direction.

The Management Domain provides a stronger direction for curricular direction and development. Developing course curriculum using identified examples is highly recommended.

### **What does it mean to “cover a competency”?**

***Covering a competency means that the instructor explicitly presents, or expects demonstration of, knowledge, skills, attitudes or values. To cover a competency includes: (1) providing guidance on how students can perform successfully in competency areas, AND (2) providing feedback and assessment on the demonstration of those competencies.\****

\*Adapted from Program in Healthcare Administration at the University of North Carolina, Chapel Hill

## UCLA Health Policy and Management Competency Model - Program in Health Policy and Management

**I. DOMAIN: HEALTH SYSTEM SKILLS** – Ability to understand and impact health system characteristics, problems and policies in order to improve population health and ensure equitable health care delivery.

| COMPETENCIES   | EXAMPLES   |
|--|--|
| A. Describes and understands the main characteristics, components and issues of the organization, financing, and delivery of health services and public health systems in the U.S. | <ol style="list-style-type: none"> <li>1. Specify the structure and function of major pieces of the health system, including workforce, the continuum of care and delivery organizations, public and private sources of health delivery, governmental agencies, research activities, as well as the interaction of policy and delivery.</li> <li>2. Delineate and specify how these components relate and interact to form the processes of health care.</li> <li>3. Understand the impact of case mix and payer mix on hospital operations</li> <li>4. Compare the trends in inpatient, outpatient, diagnostic and pharmaceutical utilization in the health care system.</li> </ol> |
| B. Assesses the impact of determinants on population health and health status.   | <ol style="list-style-type: none"> <li>1. Analyze the changes in health status caused by different health behaviors.</li> <li>2. Understand and indicate how social, familial, cultural, physical and other determinants affect individual and population health, including acute and chronic illness.</li> <li>3. Identify the causes of social and behavioral factors that affect health of individuals and populations; articulate the Andersen Health Behavior Model.</li> </ol>   |
| C. Understands the impact of the health care system on health disparities.   | <ol style="list-style-type: none"> <li>1. Draw implications about how physical, financial, and social access or barriers affect health status.</li> <li>2. Illustrate how the contexts of gender, race, poverty, history, migration and culture are important in the design of interventions within health and public health systems.</li> <li>3. Differentiate between availability and accessibility of health care across diverse populations.</li> </ol>   |

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| <p>D. Understands quality of care, patient safety, and other performance indicators in the context of the U.S. and international health systems.</p> | <ol style="list-style-type: none"> <li>1. Describe the six IOM aims for an effective health care system providing examples and discussing the strengths and weaknesses of the US system in these terms.</li> <li>2. Compare quality performance indicators between the U.S. and other health systems and indicate the implications of this for health and the organization of the health system in the U.S.</li> <li>3. Define and understand HEDIS, Joint Commission Core Measures, and CAHPS in relation to quality outcomes.</li> </ol>                                  |
| <p>E. Differentiates and understands private and government roles in health care delivery.</p>   | <ol style="list-style-type: none"> <li>1. Assess the pressures faced by Medicaid programs due to state budget problems.</li> <li>2. Understands licensure, accreditation and certification in the context of hospitals and facility operations.</li> </ol>  |
| <p>F. Comprehends public and private payment methods used to finance health care.</p>  | <ol style="list-style-type: none"> <li>1. Distinguish among the various methods of insurance and reimbursement of providers and consumers, including the major sources of public and private health insurance.</li> <li>2. Interpret the implications of these methods for quality, access to care, and the organization of health services.</li> <li>3. Analyze the impact of Medicare payment reforms on commercial insurance financing.</li> <li>4. Discuss the implications of prospective payment by Medicare.</li> </ol>  |
| <p>G. Applies knowledge of current legal concepts, such as statute and regulation, to health care delivery and the health care system.</p>           | <ol style="list-style-type: none"> <li>1. Describe the major legal principles and bases for public health and health services.</li> <li>2. Compare and contrast the major ethical principles that guide the delivery of health care such as professional codes of ethics, do no harm, patient autonomy, and consumer control.</li> <li>3. Illustrate the differences and reasons behind state and federal regulation of health insurers.</li> <li>4. Analyze contractual relationships between insurers and providers and how this impacts health care delivery.</li> </ol> |
| <p>H. Analyzes economic decisions related to health care organizations and the health care system.</p>   | <ol style="list-style-type: none"> <li>1. Assess market conditions and understand how providers and facilities make decisions about when and where to enter a market.</li> <li>2. Understand different insurance product lines designed around specific groups, programs and populations.</li> </ol>  |

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| <p>I. Understands workforce issues and policies and their impact on the health system.</p>   | <ol style="list-style-type: none"> <li>1. Indicate the importance and characteristics of a sustainable diverse health and public health workforce, including implications of linguistic competency, cultural competency and health literacy.</li> <li>2. Evaluate the implications of shortages of all health professions and workers, including physicians, nurses, allied health and support professions.</li> <li>3. Illustrate how changes in physician residency training programs may change provider supply and discipline.</li> </ol>                              |
| <p>J. Analyzes the effects of political, social and economic policies on health systems, community health, and access to care.</p> | <ol style="list-style-type: none"> <li>1. Explains the processes behind health care policy making, including legislation, rulemaking and regulations, and implementation.</li> <li>2. Assesses the impact of fee schedule changes on provider behavior and contracting and consequent changes in health status.</li> <li>3. Understands how changes in public programs impact the use of health services by different communities.</li> <li>4. Issues recommendations to organizations in response to new health care regulations or newly enacted legislation.</li> </ol> |
| <p>K. Advocates for improvements in personal and population health status and a more effective and efficient health system.</p>    | <ol style="list-style-type: none"> <li>1. Explain the major components of the health care system.</li> <li>2. Form a comprehensive appreciation of the major social and economic issues driving the health care system.</li> </ol>   |

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**II. DOMAIN: MANAGEMENT SKILLS** – The process of achieving an organization’s mission and goals utilizing strategic, technical and interpersonal skills to advance the population’s health.

| COMPETENCIES  | EXAMPLES   |
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| <p><b>A. Human Resources:</b> Understands basic human resources policies and practices in order to ensure the appropriate mix of employee skills, knowledge and abilities so the organization can achieve its strategic goals.</p>                                  | <ol style="list-style-type: none"> <li>1. Implements staff development and other management activities.</li> <li>2. Develops and conducts performance assessments.</li> <li>3. Understands alternative compensation and benefit methods.</li> <li>4. Understands and complies with legal and regulatory requirements relating to, for example, hiring, promotion, or dismissal, equal opportunity, labor relations, or other fundamental labor laws and practices.</li> <li>5. Develops human resource practices and processes to meet strategic goals of the organization.</li> <li>6. Understands the importance of aligning recruitment and selection, job design and work systems, learning and development, reward and recognition, and succession planning.</li> </ol>   |
| <p><b>B. Organizational Awareness and Behavior Theory:</b> Ability to understand and use the formal and informal decision-making structure, interpersonal networks, and power relationships in an organization to accomplish personal and organizational goals.</p> | <ol style="list-style-type: none"> <li>1. Knows how to identify, interpret and use the formal hierarchy of the organization to accomplish goals.</li> <li>2. Understands chain of command, various types of organizational power, rules, regulations, policies and procedures.</li> <li>3. Identifies the organization's key constituents and influences them.</li> <li>4. Able to predict how new events will affect individuals and groups within an organization.</li> <li>5. Understands and utilizes techniques of motivation.</li> <li>6. Understands and utilizes techniques of problem solving and decision-making.</li> <li>7. Effectively utilizes team processes to effect organizational unit goals.</li> <li>8. Builds relationships with formal and informal networks in the organizations in order accomplish tasks and develop professional colleagues.</li> </ol> |

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| <p><b>C. Organization Development and Change:</b> Recognizes the need to change; determines what and how to change; and manages and leads the change process in order to improve organizational effectiveness.</p>                    | <ol style="list-style-type: none"> <li>1. Identifies area for change – diagnoses and defines problem.</li> <li>2. Can distinguish between cause and effect symptoms.</li> <li>3. Expresses vision for change, identifies viable solutions, defines critical success factors, and analyzes (cost-benefit) viable solutions to select best change solution.</li> <li>4. Understands change implementation process; conceptualizes and can develop change implementation strategy.</li> <li>5. Understands how to mobilize others to change; addresses (potential or actual) resistance to change.</li> <li>6. Understands process improvement and customer satisfaction and develops appropriate organizational structures.</li> </ol>  |
| <p><b>D. Organizational Design, Structural Analysis, and Process Management:</b> Identifies the structure, processes and relationships in an organization and organizes them to achieve the organization’s strategic initiatives.</p> | <ol style="list-style-type: none"> <li>1. Assesses organizing structures (functional, departmental, service line, matrix, etc.) and their advantages and disadvantages.</li> <li>2. Analyze, design, and/or improve an organization's structure and departmental relationships to improve effectiveness or efficiency.</li> <li>3. Understand and analyze issues of governance, power, and resource distribution among organizational subunits, i.e., committee structure, board relations, foundations and the continuum of care across delivery sites.</li> <li>4. Understands organizational processes and uses process analysis techniques such as process mapping and flow charting.</li> <li>5. Understands and identifies various roles in a healthcare organization such as various clinical caregivers, staff functions and administration.</li> </ol> |
| <p><b>E. Systems Thinking:</b> Recognizes system level properties that result from dynamic interactions among individuals, groups, organizations, communities, and environments. (ASPH)</p>   | <ol style="list-style-type: none"> <li>1. Identify characteristics of interpersonal, group, organizational, and community systems.</li> <li>2. Recognize and identify unintended consequences produced by changes made in one part of a system on other parts of the system.</li> <li>3. Understand and explain the impact of gender, race, socio economic status and other demographic factors on the design of programs to improve the health status of communities and populations.</li> <li>4. Understand and explain the effect of political, social and economic policies on community and organizational systems.</li> <li>5. Illustrate how changes in public health and organizational systems can be measured.</li> </ol>   |

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| <p><b>F. Strategic Orientation:</b> Considers the business, financial, demographic, ethno-cultural, political, and regulatory implications of decisions and develops strategies that ensure the viability and long-term success of the organization.</p> | <ol style="list-style-type: none"> <li>1. Conducts internal and external environmental and competitive scanning such as a SWOT analysis to ascertain forces that currently impact the organization.</li> <li>2. Develops strategies address to environmental analyses positioning the organization for survival and success; addressing its strengths and compensating for its weaknesses.</li> </ol>  |
| <p><b>G. Program and Project Planning, Management, Evaluation, and Implementation:</b> Designs, develops, implements, and evaluates projects and programs to improve individual and community health.</p>  | <ol style="list-style-type: none"> <li>1. Develops a detailed project scope of work or plan.</li> <li>2. Uses project management software; develops timelines and Gantt charts; breaks down work into appropriate levels of tasks.</li> <li>3. Manages team meetings with effective team and group facilitation skills.</li> <li>4. Explains how findings of a program evaluation can be used.</li> <li>5. Identifies the strengths and limitations of formative, process and outcome evaluations;</li> <li>6. Describes the tasks necessary to assure program implementation occurs as intended.</li> </ol>   |
| <p><b>H. Financial Analysis:</b> Understands and explains financial and accounting information.</p>  | <ol style="list-style-type: none"> <li>1. Tracks and explains organization's financial health by interpreting income statement, balance sheet, and cash flow statements.</li> <li>2. Develops and justifies operating capital budgets; manages revenue and expense; explains budget variation.</li> <li>3. Understands and assesses various reimbursement and payment systems and their relationship to provider and payer behavior.</li> <li>4. Understands and analyzes rate of return, net present value, cash flow analysis, and risk-return trade-offs and cost benefit analysis.</li> <li>5. Understands the basics of insurance rating and actuarial risk.</li> </ol>   |
| <p><b>I. Information Management:</b> Understands the use of electronic clinical and management information systems and decision support tools.</p>   | <ol style="list-style-type: none"> <li>1. Identifies and discuss major trends in healthcare information technology.</li> <li>2. Is familiar with current information technology for patient tracking including clinical, financial, reimbursement, and records management.</li> <li>3. Describes the framework of IT systems and identify components and functionality of the generic concept of systems.</li> <li>4. Identifies ways in which healthcare businesses and services use IT to develop a strategic competitive advantage.</li> <li>5. Specifies how information technology tools can be used in a clinical setting to streamline and improve healthcare and decision-making.</li> <li>6. Identifies and discuss the ethical issues relating to the use of health care information technology, including HIPAA requirements for privacy and security.</li> </ol> |

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| <p><b>J. <i>Quality and Performance Management:</i></b><br/>         Understands and uses methodologies to assess, improve and monitor organizational quality and performance on diverse indicators; analyzes and designs or improves an organizational process, incorporating principles of quality measurement and customer satisfaction.</p> | <ol style="list-style-type: none"> <li>1. Tracks customer, market, financial and management data to identify variation from goals.</li> <li>2. Understands and uses evidence-based methods and metrics for organizational assessment and evaluation. These include, among others, root cause analysis, Pareto analysis, run and control charts, Shewart cycle (PDCA), and appropriate displays of data in such forms as histograms.</li> <li>3. Measures customer satisfaction and identifies solutions to improve customer satisfaction.</li> <li>4. Understands and analyzes scorecards, dashboards and other performance tracking systems that use various data such as demographic, epidemiologic, statistical, or financial.</li> <li>5. Applies process improvement methods such as flow charting and process mapping to increase organizational and health delivery effectiveness and efficiency.</li> <li>6. Conducts benchmarking and best practices research interpretation to improve clinical and non-clinical practices.</li> </ol> |
| <p><b>K. <i>Market Analysis, Research, and Assessment:</i></b><br/>         Analyzes consumer and purchaser behavior through market segmentation, and makes decisions based on tested communication, innovation and usage patterns.</p>   | <ol style="list-style-type: none"> <li>1. Conducts environmental analyzes that identify competitive/market/government or regulatory, public opinion, or technological forces that shape the organization.</li> <li>2. Develops strategies to address market challenges.</li> </ol>   |
| <p><b>L. <i>The Managerial Role</i></b><br/>         Exemplifies and models healthcare managerial principles in daily managerial work.</p>  | <ol style="list-style-type: none"> <li>1. Incorporate Do No Harm into all analyses of managerial decision-making.</li> <li>2. Commit to community wide health stewardship and population health improvement.</li> <li>3. Embody the principles of evidence based management.</li> </ol>  |



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**III. DOMAIN: LEADERSHIP SKILLS** – The ability to inspire individual and organizational excellence, advocate the organization’s vision and help manage one’s own and team goals; champion solutions to structural and behavioral challenges, and energize commitment to the strategic and successful performance of the organization and its partners in health care, public health, and other health system components.

| COMPETENCIES   | EXAMPLES   |
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| A. Describes the attributes of leadership.   | <ol style="list-style-type: none"> <li>1. Articulates the difference between leadership models such as contingency theories, behavioral theories, and contemporary theories such as servant leadership and emotional intelligence.</li> <li>2. Knows when to use transformational leadership vs. transactional leadership.</li> <li>3. Recognizes the bases of power and uses this understanding to build a base of power or sphere of influence.</li> </ol> |
| B. Expresses and applies the organization’s mission, set of core values, and vision to work and work group.                      | <ol style="list-style-type: none"> <li>1. Sets clear direction to group members providing appropriate structure and links to the organization’s mission and goals.</li> <li>2. Builds team spirit for purposes of promoting effectiveness of group or process.</li> </ol>  |
| C. Engages in dialogue and learning from others to advance the organization and health goals of the community.                   | <ol style="list-style-type: none"> <li>1. Considers priorities and values of multiple constituents, i.e. physicians, nurses, patients, staff, families, other professionals, community members.</li> </ol>   |
| D. Contributes to high performance teams using team building, negotiation, and conflict management skills.                       | <ol style="list-style-type: none"> <li>1. Encourages and empowers others.</li> <li>2. Promotes good working relationships regardless of preferences.</li> <li>3. Builds good morale and creates symbols of group success.</li> <li>4. Publicly credits others who have performed well.</li> </ol>  |
| E. Conveys transparency, integrity, and honesty in all actions.  | <ol style="list-style-type: none"> <li>1. Expresses positive attitudes and expectations of team members and others in terms of their abilities and expected contributions; develops effective working interactions with teammates.</li> </ol>  |
| F. Embodies individual accountability while using collaborative methods for achieving organizational and community health goals. | <ol style="list-style-type: none"> <li>1. Conducts work in a collaborative manner and supports team decisions.</li> <li>2. Keeps other team members informed and shares all relevant and useful information.</li> <li>3. Takes personal responsibility for correcting problems; mobilizes resources to meet community health needs and challenges.</li> </ol>  |
| G. Applies social justice and human rights principles when addressing organization and   | <ol style="list-style-type: none"> <li>1. Advocates for the broader health environment.</li> <li>2. Works to move community priorities forward.</li> </ol>   |

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| community needs.   | <ol style="list-style-type: none"> <li>3. Participates with and understands the community; understands health needs of local and regional community and is involved in community health programs and services.</li> </ol>  |
| H. Develops strategies to motivate others for collaborative problem-solving, decision-making, and evaluation.                          | <ol style="list-style-type: none"> <li>1. Builds good morale; expresses positive attitudes and expectations of others.</li> <li>2. Uses understanding of multiple constituencies to build coalitions and consensus around organizational priorities.</li> </ol>  |
| I. Articulates the principles of leading organizational change, including assessment and measurement of organizational change efforts. | <ol style="list-style-type: none"> <li>1. Clearly defines a vision for change.</li> <li>2. Clearly articulates and communicates change strategy and process.</li> <li>3. Knows what is needed to institutionalize change; assesses effectiveness of change.</li> <li>4. Understands and uses effective techniques to work with Boards, governance and committees to achieve identified strategies and goals.</li> </ol>                  |
| J. Applies evidence-based principles to strategic and operational decision-making and performance management.                          | <ol style="list-style-type: none"> <li>1. Uses measurement and data to generate alternative solutions as the basis for decision-making.</li> <li>2. Consults various resources and asks questions of those knowledgeable about a situation, such as those directly involved.</li> <li>3. Delves deeper into questions to get at the root of a problem or situation; seeks comprehensive information in identifying solutions.</li> </ol> |

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**IV. DOMAIN: ANALYTIC SKILLS** – The ability to analyze, understand, and use research, statistics, and other sources to breakdown, identify and solve problems that occur in the health care system.

| COMPETENCIES  | EXAMPLES  |
|---|---|
| A. Identifies and analyzes problems, potential solutions and best practices in order to determine appropriate courses of action.  | <ol style="list-style-type: none"> <li>1. Breaks down problems, identifies basic relationships, and recognizes multiple relationships.</li> <li>2. Makes multiple causal links, analyzes relationships among several parts of a problem or situation.</li> </ol>  |
| B. Applies appropriate statistical tools, techniques and procedures to health management and policy.  | <ol style="list-style-type: none"> <li>1. Uses t-test or chi-square to assess differences between two sets of variables.</li> <li>2. Demonstrates examples of hypothesis testing, including formulating alternative and null hypotheses.</li> </ol>   |
| C. Achieves familiarity with use of data to conduct needs analysis, market assessment, outcome and process evaluation, forecasting, and quality improvement activities. | <ol style="list-style-type: none"> <li>1. Identifies available data sets, structure, and areas of overlap.</li> <li>2. Demonstrates ability to use data mining strategies and processes.</li> <li>3. Constructs an excel spreadsheet to meet analytical needs through pivot tables, formulas, and formatting.</li> <li>4. Understands the structure and conduct of qualitative analysis methods such as opinion research, case studies, and participant observation.</li> </ol> |
| D. Comprehends qualitative and quantitative data collection strategies.   | <ol style="list-style-type: none"> <li>1. Compares various qualitative data collection methods indicating the strengths and weaknesses of each and surfacing patterns and trends.</li> <li>2. Understands survey based research techniques.</li> <li>3. Understands and identifies limitations of administrative data sets, including claims data, encounter data, and demographic data at the individual level.</li> </ol>   |
| E. Interprets substantive results of statistical analyses in public health, management, and health policy studies.  | <ol style="list-style-type: none"> <li>1. Prepares effective briefs, memos and executive summaries using evidence to drive findings and recommendations.</li> <li>2. Critiques peer-reviewed publications based on information on data collection methods, testing techniques, and presentation of data.</li> <li>3. Makes multiple causal links, identified several possible causes of events or consequences of actions or chains of events.</li> </ol>                       |
| F. Finds, consults, and evaluates available sources (including research, expert advice, and existing  | <ol style="list-style-type: none"> <li>1. Develops complex plans or analyses, using appropriate analytical techniques to identify and evaluate potential solutions.</li> </ol>  |

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| data) to develop evidence-based plans of action.  | <ol style="list-style-type: none"> <li>2. Produces integrated plans from analytical findings, explaining relationships between recommendations and synthesizing recommendations into a single plan.</li> </ol>  |
| G. Analyzes interest group and stakeholder concerns.  | <ol style="list-style-type: none"> <li>1. Considers community and corporate interests in health care system changes.</li> <li>2. Conducts stakeholder analysis as part of any plan implementation or execution.</li> <li>3. Identifies the “core” decision makers and determines a sense of core members’ personal and professional agendas.</li> </ol> |
| H. Assesses economic decisions of health care consumers, providers, organizations, and the health care system.  | <ol style="list-style-type: none"> <li>1. Understands indifference curves, supply, demand, and consumer decision-making.</li> <li>2. Critiques economic principles in the context of the US Health Care System.</li> </ol>  |
| I. Comprehends financial and economic analyses and their application.   | <ol style="list-style-type: none"> <li>1. Interprets a balance sheet.</li> <li>2. Applies concepts of revenue, cost and accounting principles related to reconciling the two.</li> </ol>  |
| J. Evaluates external environmental factors and their impact on the health system.  | <ol style="list-style-type: none"> <li>1. Delineates the effect of environmental conditions on disease and health status.</li> </ol>  |
| K. Utilizes creative and innovative thinking to arrive at solutions to critical issues, or to adopt previous solutions in new ways.                             | <ol style="list-style-type: none"> <li>1. Applies methods to elicit new ideas and solutions.</li> </ol>   |
| L. Seeks to understand more deeply by searching for the root of issues, asking penetrating questions, uncovering complexity and going beyond routine questions. | <ol style="list-style-type: none"> <li>1. Sees routine information in new patterns or trends; identifies missing linkages; recognizes similarities and dissimilarities to past situations.</li> <li>2. Suggests new responses or modifies past to accord with new situations.</li> </ol>  |
| M. Becomes an educated consumer of more complex analytical methods  | <ol style="list-style-type: none"> <li>1. Looks for new ways to evaluate existing data.</li> <li>2. Seeks out and learns new methods of analysis such as statistical methods, financial methods, and other quantitative or qualitative methods.</li> </ol>  |

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**V. DOMAIN: COMMUNICATION AND INTERPERSONAL SKILLS-** The ability to communicate effectively, orally, and in writing to diverse audiences and settings, establish and maintain relationships, and facilitate constructive interactions with individuals and groups.

| COMPETENCIES  | EXAMPLES   |
|---|--|
| A. Prepares well-written, effective, convincing managerial and policy reports, including brief and precise executive summaries.                         | <ol style="list-style-type: none"> <li>1. Uses proper subject-verb agreement and parallel structure, rules of punctuation and sentence and paragraph construction, and concise thematic construction.</li> <li>2. Uses accurate and complete presentation of facts.</li> <li>3. Uses logical presentation of arguments pro and con.</li> <li>4. Develops well reasoned, evidence-based recommendations.</li> <li>5. Prepares concise executive summary.</li> </ol> |
| B. Prepares and delivers logical, concise, persuasive oral presentations that can convince, influence or impress others to agree with your preferences. | <ol style="list-style-type: none"> <li>1. Prepares cogent business presentations. Stays on topic.</li> <li>2. Makes persuasive oral presentations or arguments.</li> <li>3. Uses clear and understandable voice that is free of extraneous phrases (“um“, you know”, “ah”).</li> <li>4. Uses effective audio visual media (presentation software, exhibits).</li> <li>5. Engages in non-defensive Q&amp;A, stays within time allotment.</li> </ol>                 |
| C. Tailors effective and culturally appropriate written and oral messages.  | <ol style="list-style-type: none"> <li>1. Displays sensitivity to cultural, ethnic and social background of individuals and groups. Recognizes how their background shapes their behavior.</li> <li>2. Uses various communication channels to tailor language, style and delivery modalities for specific audiences.</li> </ol>  |
| D. Uses various methods to communicate effectively.   | <ol style="list-style-type: none"> <li>1. Writes in a clear, logical, and grammatically correct manner both formally and informally.</li> <li>2. Interprets and responds using verbal and non-verbal messages.</li> </ol>  |
| E. Facilitates interactions with individuals and groups.  | <ol style="list-style-type: none"> <li>1. Uses varied communication management techniques, brainstorming, consensus building, group problem solving, and conflict resolution.</li> </ol>   |

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| <p>F. Builds relationships and collaborates with colleagues and constituents.</p>                                    | <ol style="list-style-type: none"> <li>1. Seeks to know and understand others' point of view and as individuals.</li> <li>2. Encourages others; values and solicits input from various constituencies.</li> <li>3. Develops and sustains informal contacts that may go beyond the work place.</li> <li>4. Builds friendly rapport with co-workers.</li> <li>5. Establishes important relationships with key leaders.</li> <li>6. Sustains strong personal networks with classmates and colleagues.</li> </ol> |
| <p>G. Work effectively in teams.</p>   | <ol style="list-style-type: none"> <li>1. Works collaboratively with team members in open and transparent manner.</li> <li>2. Contributes ideas and non-judgmental evaluation of team options and decisions.</li> <li>3. Helps build team commitment and good morale.</li> <li>4. Helps facilitate resolution of conflict or resistance.</li> </ol>   |
| <p>H. Plans and chairs productive meetings.</p>  | <ol style="list-style-type: none"> <li>1. Effectively facilitates group meetings.</li> <li>2. Demonstrates good meeting management techniques (agenda development, time management, minute taking).</li> </ol>  |
| <p>I. Demonstrates sensitivity to and awareness of emotional needs of self and others.</p>                           | <ol style="list-style-type: none"> <li>1. Encourages and supports appropriate and varied communication methods for diverse target populations.</li> <li>2. Demonstrates insights into own prejudices and biases whether emotional, cultural, social, generational, gender based, racial or religious.</li> <li>3. Recognizes the emotional content and drivers of employee and co-workers behaviors and attitudes.</li> </ol>   |
| <p>J. Represents values of diversity and sensitivity to underrepresented and underserved groups in public health</p> | <ol style="list-style-type: none"> <li>1. Advocates for cultural diversity and competence.</li> <li>2. Encourages and supports appropriate and varied communication methods for diverse target populations.</li> </ol>  |

## UCLA Health Policy and Management Competency Model - Program in Health Policy and Management

**VI. DOMAIN: PROFESSIONALISM SKILLS** – The demonstration of a high standard of ethics, sound professional practice, social responsibility, and community stewardship.

| COMPETENCIES   | EXAMPLES  |
|--|---|
| A. Promotes high standards of personal and organizational integrity, compassion, and respect for all people. | <ol style="list-style-type: none"> <li>1. Acts consistently and according to organization’s expressed core values.</li> <li>2. Ensures that organization adheres to fair dealing with all constituents, including employees and community stakeholders.</li> </ol>  |
| B. Operates in an open and honest manner consistent with professional standards of ethics and practice.      | <ol style="list-style-type: none"> <li>1. Has the courage to handle difficult issues or mistakes opening, honestly, and fairly.</li> <li>2. Has courage to state unpopular views when necessary and shares information, insights and comments when it would be easier to refrain from doing so.</li> </ol>  |
| C. Acknowledges and adheres to professional codes of ethics.   | <ol style="list-style-type: none"> <li>1. States the principles of the Codes of Ethics for the profession.</li> <li>2. Applies basic principles of ethical analysis (codes of ethics, human rights, and other ethical and moral principles) to issues of health care, public health practice and policy.</li> <li>3. Upholds and acts upon ethical and professional standards.</li> </ol>       |
| D. Participates in the profession including professional organizations.                                      | <ol style="list-style-type: none"> <li>1. Commits to professional service including active participation and leadership in professional organizations through committee work and community service.</li> <li>2. Belongs to at least one professional organization in health care.</li> </ol>  |
| E. Mentors junior colleagues by sharing expertise and experience.  | <ol style="list-style-type: none"> <li>1. Participates in first year/second year buddy or mentor program.</li> <li>2. Makes oneself available to meet with prospective applicants to the UCLA MPH Program.</li> </ol>   |
| F. Engages in lifelong learning to assure personal and professional growth.                                  | <ol style="list-style-type: none"> <li>1. Attends professional meetings and continuing education in pursuit of knowledge and skills needed to maintain competence in the changing health field.</li> <li>2. Pursues feedback from others to increase personal and professional development.</li> <li>3. Seeks to excel and improve performance; develops goal achievement strategies</li> </ol> |
| G. Promotes community stewardship and social accountability.   | <ol style="list-style-type: none"> <li>1. Formulates a plan for monitoring and maintaining commitments to groups and communities.</li> <li>2. Commits to addressing health and wellness needs of total population, including new approaches to that address diverse cultural attitudes about health.</li> </ol>   |

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|  |   |
|--|---|
| H. Develops professional identity and values.                              | <ol style="list-style-type: none"><li>1. Demonstrates commitment to professional roles and values compatible with improving the health of individuals and populations.</li><li>2. Balances personal and professional pursuits.</li></ol>              |
| I. Establishes, builds and sustains professional network and relationships | <ol style="list-style-type: none"><li>1. Develops informal contacts and friendly rapport with classmates and associates.</li><li>2. Attends professional and social events with classmates and colleagues to foster informal relationships.</li></ol> |