



MCH Leadership Competencies

- ❑ The *Maternal and Child Health Leadership Competencies*, Version 3.0 have been a required element of LEND training curriculum and program development since 2009. The competencies are sequenced in a progression from Self to Others to Wider Community, and are situated within a conceptual framework that views leadership as a lifelong progression developing as individual knowledge and experience expands.
- ❑ The MCH leadership training network has identified a need to understand how the competencies are being utilized across programs for the development of training curricula, evaluation of individual leadership, and evaluation of leadership training (Reed, 2009).
- ❑ The purpose of this poster is to demonstrate how the *MCH Leadership Competencies* were used over a three-year period for ongoing evaluation and improvement of the NH LEND program. Insights and lessons learned based on using the *MCH Leadership Competencies* at three points during the trainees' individual program will be discussed.

Percentage Trainee Self-Assessed Skill Level on MCH Competencies					
	No experience 0	Awareness 1	Knowledge 2	Skill 3	Leadership 4
Year 1: FY12 n=15					
Time 1 (Fall)		40%	47%	13%	
Time 2 (Winter)		7%	47%	40%	7%
Time 3 (Spring)			7%	53%	40%
Year 2: FY13 n=24					
Time 1 (Fall)	12%	67%	17%	4%	
Time 2 (Winter)		13%	75%	12%	
Time 3 (Spring)			29%	50%	21%
Year 3: FY14 n=20					
Time 1 (Fall)		35%	55%	10%	
Time 2 (Winter)		11%	53%	37%	
Time 3 (Spring)			21%	63%	16%

Three cohorts of trainee scores (FY12, FY13, FY14) were averaged across 12 domains with an overall skill category assigned: No Experience (0 to 0.5), Awareness (0.5 to 1.4), Knowledge (1.5 to 2.4), Skill (2.5 to 3.4), and Leadership (3.5 to 4)

Ongoing Program Evaluation

- ❑ With the second and third cycle of ratings during a program year, faculty were able to use information at the program level to see if perceived competency levels were changing and to assess gaps in the curriculum.
- ❑ Use of the MCH Leadership Competencies as a program development tool ensures that LEND training curricula are aligned with the development of requisite knowledge and skills.
- ❑ Aligning curriculum with trainee assessment also makes the intent of the curriculum explicit to trainees, so learning makes sense. Over time these data may be used to measure the effectiveness of the curriculum [29] on the development of effective MCH leaders.

DISCUSSION QUESTIONS:

*How are the MCH Competencies used across the LEND Network?
Do they measure what we want them to measure?
How they can be used most effectively to measure leadership skill development in the LEND Network?*

Evaluation of Individual Leadership

- ❑ The Association of University Centers on Disability adapted the MCH Leadership Skills Self-Assessment for their Early Career Professionals website; this modified version of the self-assessment was adopted by the NH LEND program in 2011.
- ❑ The self-assessment consists of 72 items clustered into 12 competency areas, and is further organized into three categories (Self, Others, Wider Community) as described in the MCH framework for leadership.
- ❑ Using the self-assessment as a baseline, each trainee identified two competency areas for professional growth and developed a leadership plan, which included goals, activities, and outcome measures for their LEND year. With two progress updates during the year trainees and mentors were able to use this periodic/formative assessment to reflect on their professional growth and development of leadership skills.
- ❑ Across three cohorts between assessment points 1 and 3:
 - FY12 cohort reported 0.8 to 1.8 points increase on the 5-point scale across the 12 domain
 - FY13 cohort reported 1.7–2.1 points increase on the 5-point scale across the 12 domain areas
 - FY14 cohort reported 1.2-1.5 points increase on the 5-point scale across each of the 12 domain areas
- ❑ These preliminary data suggest that the competencies may be one of several useful tools for reflecting on leadership skill development.

MCH Leadership Competencies used to evaluate training curriculum

Areas of curriculum targeted :

- leadership skill development
- ethics
- professional communication
- conflict resolution
- personal communication and negotiation style
- strategic planning, managing projects
- group decision making skills

The MCH Leadership Skills Self-Assessment used as one of several process measures supporting trainees' skill development.

