



NH-ME LEND Program Analyses of the MCH Leadership Competencies Self-Assessment over Five Cohort Years

Betsy P. Humphreys, Carrie Portrie, Peter Antal, Susan Russell, Rae Sonnenmeier, Alan Kurtz



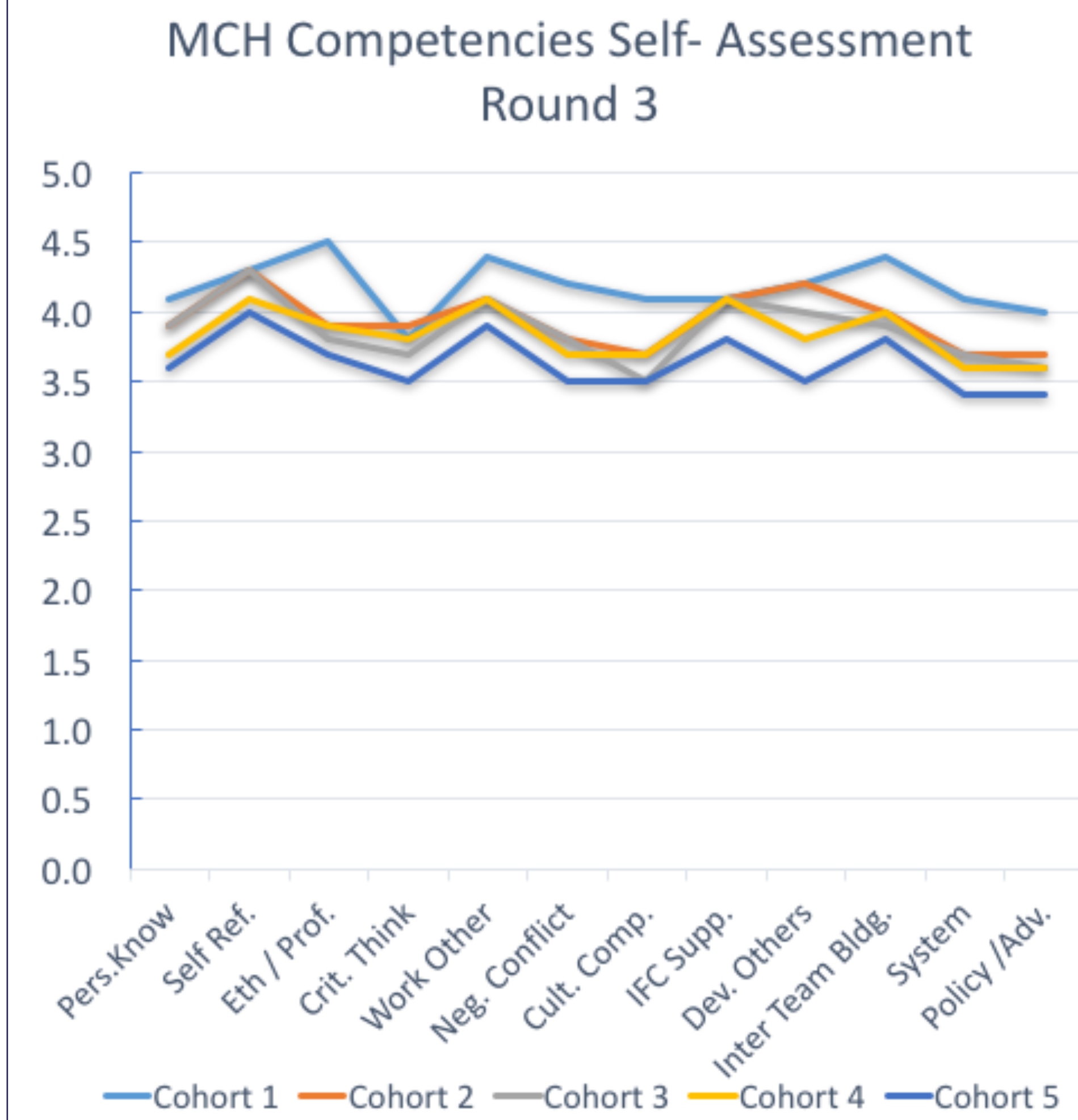
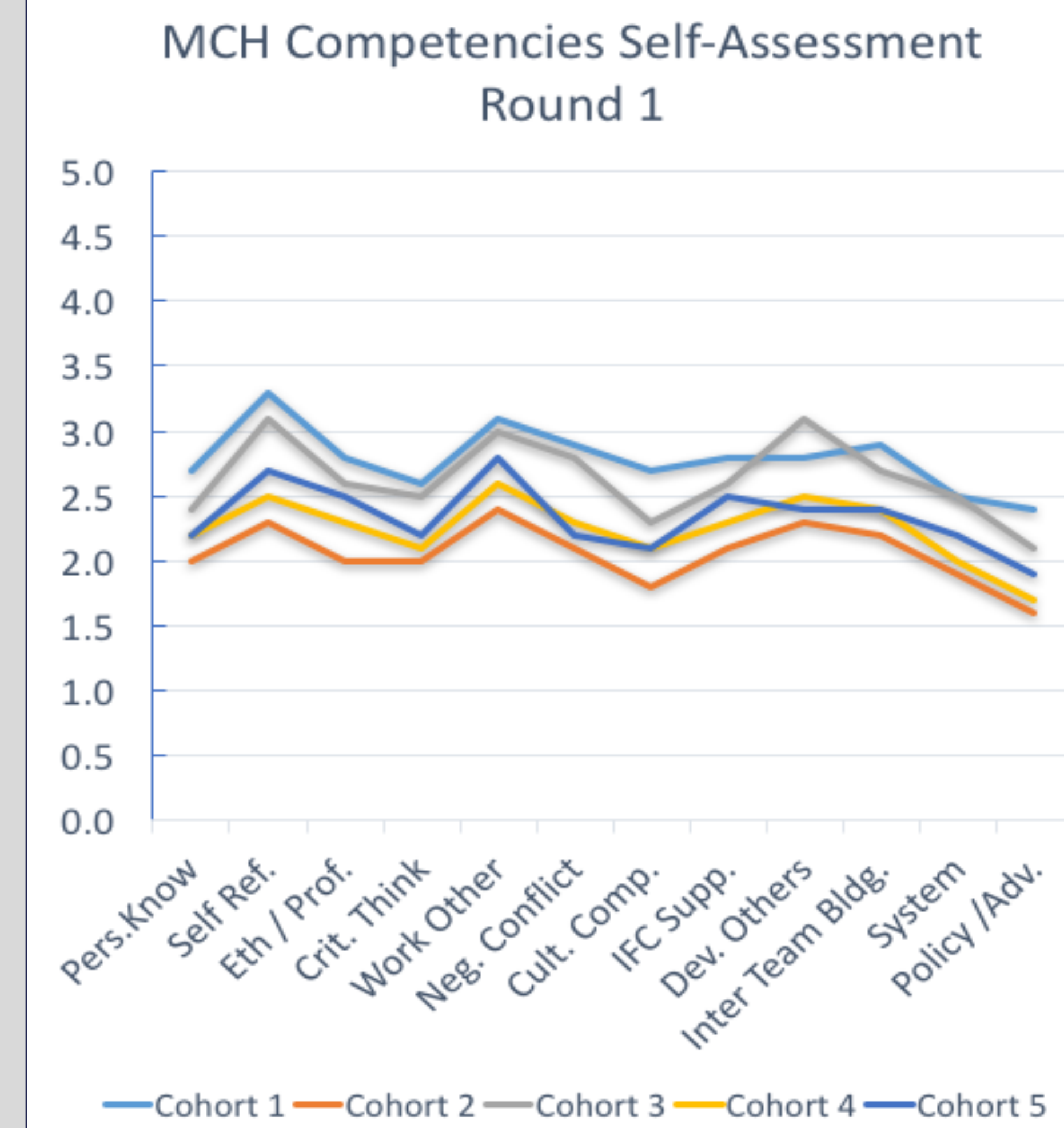
Background & Purpose

- 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).
- From 2011-2016, the NH-ME LEND Program utilized the MCH Leadership Competencies Self-Assessment as a formative assessment measure. Each cohort of trainees over the five-year period rated themselves on each of 72 competencies using a five-point scale to report on their perceived growth in leadership skills.
- The purpose of this poster is to examine mean scores on the MCH Competencies Self-Assessment across five cohorts of NH-ME LEND trainees in order to provide a deeper understanding of how the competencies promote development of leadership skills and provide an effective measure for program evaluation.

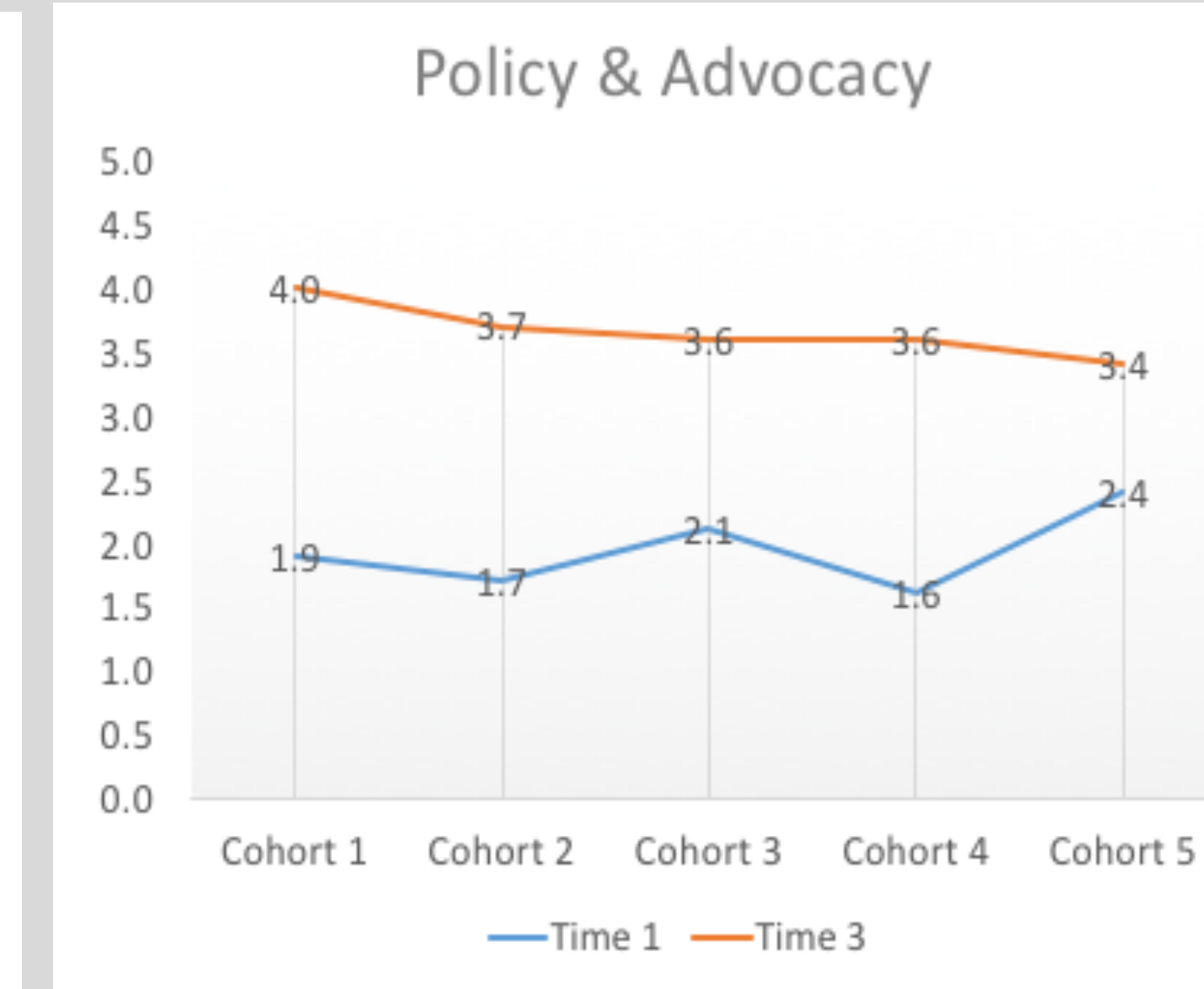
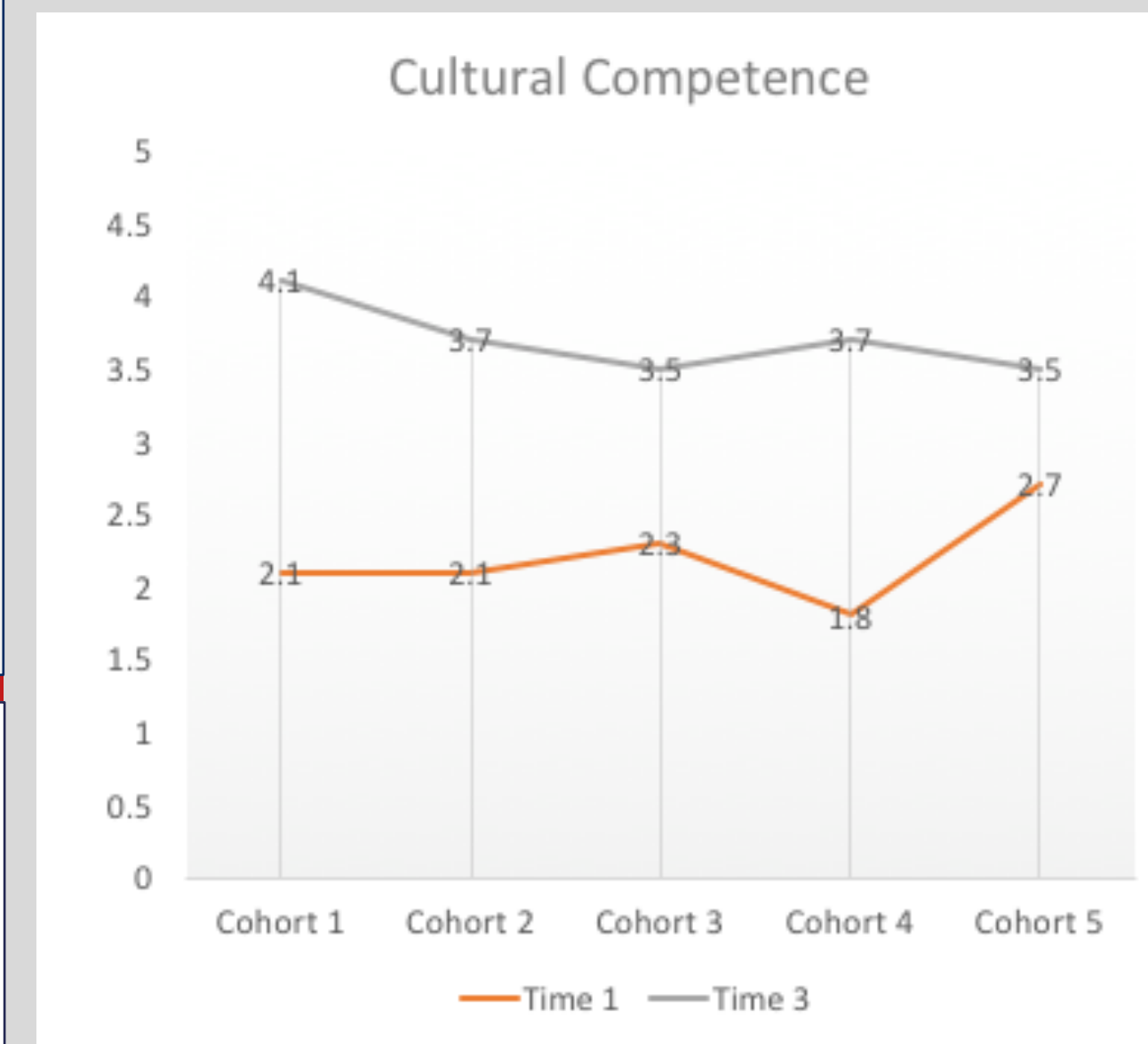
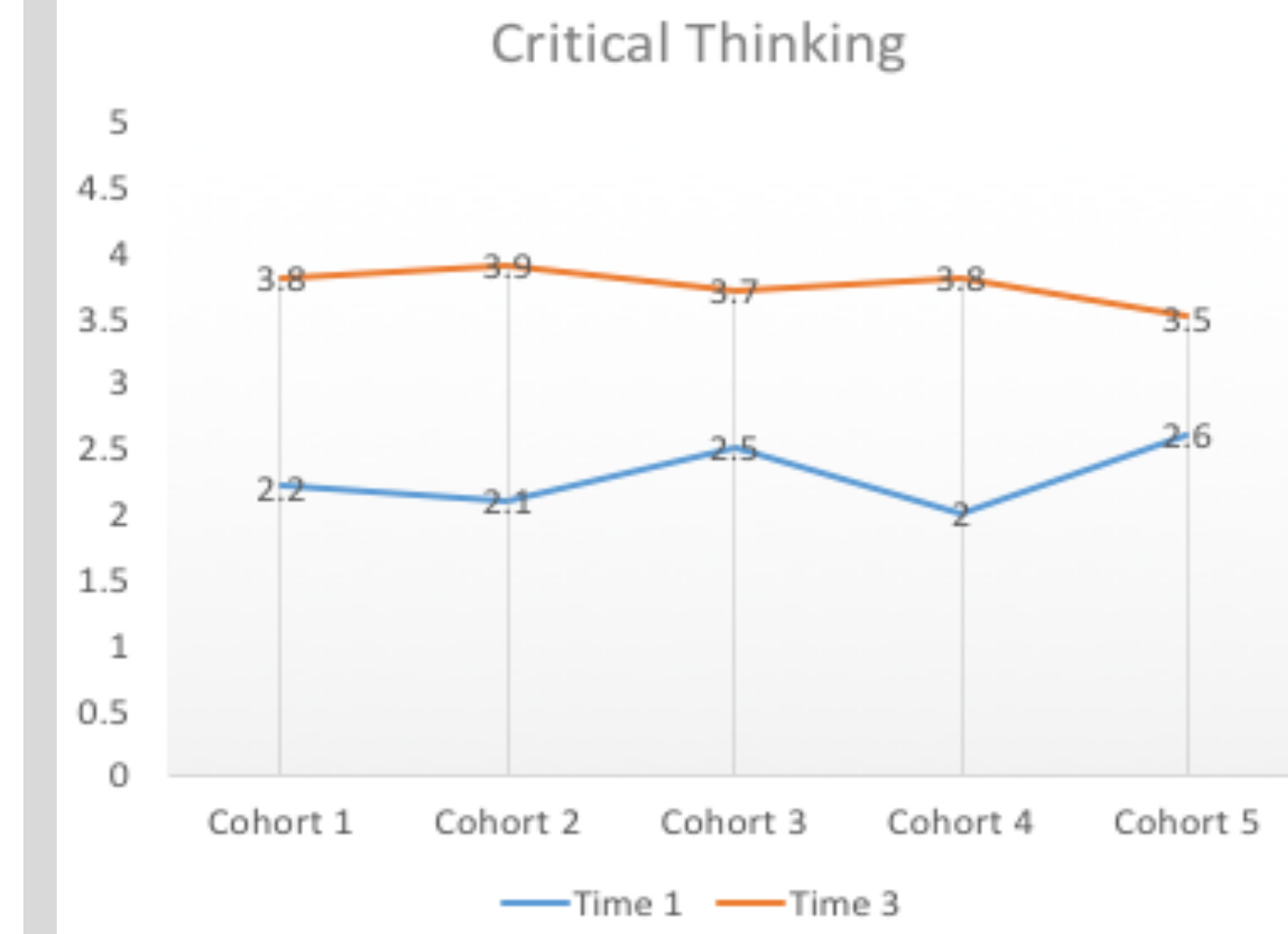
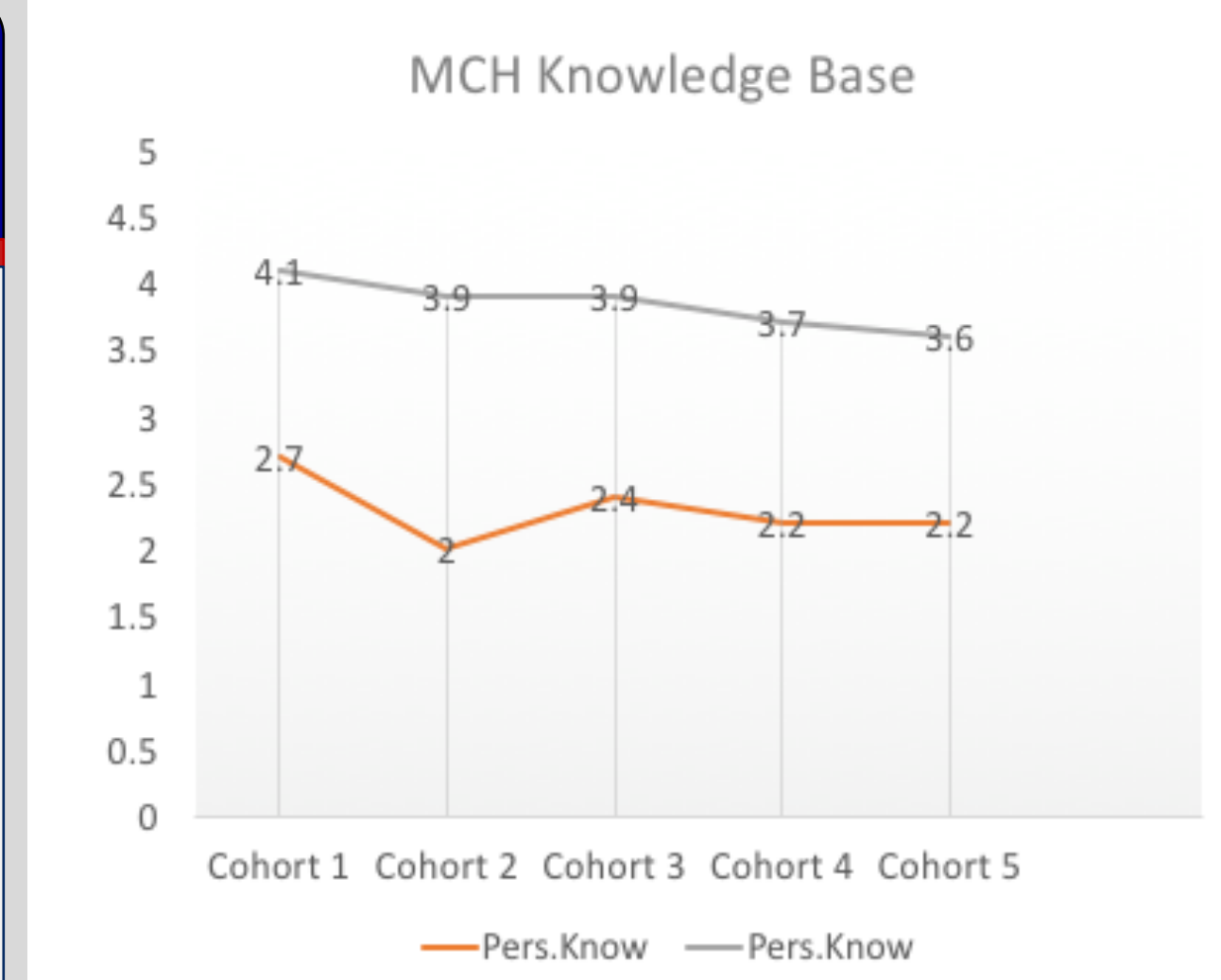
Descriptive Analyses

Five cohorts of trainee scores were averaged across 12 domains with an overall skill category assigned: No Experience (1 to 1.5), Awareness (1.5 to 2.4), Knowledge (2.5 to 3.4), Skill (3.5 to 4.4), and Leadership (4.5 to 5).

- No Experience:** I have not been introduced to this concept or skill. I need to learn more.
- Awareness Level:** I have been introduced to this concept or skill. I am aware of its importance to my leadership development.
- Knowledge Level:** I understand this concept or skill. I am able to describe how it relates to the MCH field and my leadership development.
- Skill Level:** I understand and am skilled at applying this concept or skill in my practice within the MCH field.
- Leadership Level:** I understand and am skilled applying this concept or skill to guide and mentor others within the MCH field.



- Across five cohorts of trainees, average scores fell consistently in the **Awareness** or **Knowledge** level at Time 1 (Fall) and advanced to the **Skill** level at Time 3 (Spring).
- At Time 3, trainee rated themselves highest in the areas of **Self Reflection, Working with Others, and Interdisciplinary Team Building**. Trainee scores in the areas of **MCH Knowledge base, Critical Thinking, Cultural Competence, and Policy and Advocacy** fell at consistently lower levels.



Discussion

- During the 2011-2016 grant cycle the NH-ME LEND program set a goal for all trainees to achieve a one-point increase on the scale during the nine-month program period.
- All trainees across five cohorts demonstrated at least a one-point increase in average scores. Most trainees reported at a **Skill** level across competencies at the end of their LEND training.
- NH-ME LEND trainee cohorts are comprised of 60% graduate students, 20% family members, and 20% professionals from the community with a wide range of ages and experience levels.
- The MCH Leadership Competencies Self-assessment provides trainees with an opportunity to reflect on their growth during training.
- Examining the mean scores across cohorts is useful for program evaluation and curriculum development.