HCA 5933 Capstone in Health Care Administration

COURSE SYLLABUS

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Course Description

This is the final course in the HCA curriculum. It is designed to provide students with the opportunity to apply the theories, models and techniques acquired in preceding courses. The focus of the course is on the application of knowledge in the management of a health service organization. The management experience will be simulated by the use of cases, problems, real life consulting projects and computer models. Students will be expected to perform the management role by making day-to-day and strategic decisions involving human resources, financial, information system, planning, and operational issues.

Course Objectives

Upon successful completion of this course, the student will be able to:

1. Describe the relationship of health services management theory to health services management practice.

2. Identify and structure management problems that require interdisciplinary approaches.

3. Identify alternative courses of action and the probable outcomes of those actions.
4. Formulate decision strategies that take into account the various constituencies of the firm with a stake in the outcome.

5. Formulate plans of action designed to achieve specific goals and objectives.

6. Analyze the facts and strategies that underlay a given action or decision.

7. Select and apply skills, techniques and methods of human, financial and quantitative management as learned in required courses of the HCA curriculum.

8. Solve relevant health services management problems requiring qualitative and quantitative skills.

9. Present effective oral and written solutions to human, financial and quantitative problems faced by practicing health services managers.

10. Use population, workload, epidemiological, financial and market research data for management decision making and strategic policy formulation.

11. Demonstrate professional competence in presentation and teamwork assignments.

12. Formulate and defend policy decisions.

13. Work effectively in teams and demonstrate team leadership skills. Hold self and team members accountable for meeting team goals.

14. Think strategically, critically and effectively.

Course Purpose and Rationale

This is a Capstone Seminar and represents the culminating activity of the core HCA curriculum. The course is designed to integrate the basic concepts, knowledge, and skills acquired in the various functional components of the core curriculum. Emphasis is on the application of management skills in problem-solving exercises that are comprehensive in scope and may be ambiguous in structure. Equally important this course will develop and refine "Thinking Skills". Students will use these skills to explore creative solutions to management problems.

In order to be successful in the rapidly changing and competitive health care environment, managers must develop and use approaches, which help the organization compete, (a strategy). The manager must develop goals, policies
and activities that address where the organization is now and where it is going. In addition to formulating and implementing strategy, managers must also address routine decisions that occur on a daily basis. This course, which is taken in the final stages of the curriculum, requires students to think creatively and strategically and make short and long range decisions, as they analyze internal and external factors in simulating the management of a health care facility.

Previous courses in the core curriculum tend to focus on the use of analytical techniques and the acquisition of decision-making skills within the functional boundaries of the various academic components. The primary purpose of this course is to dissolve those boundaries and to present students with decision-making exercises that require them to recognize and structure management problems, to identify alternative courses of action and the probable outcomes of those actions, and to formulate specific plans for implementing the chosen course of action.

The course itself is organized into four components:

(1) A review of the basics of organizational policy formulation and creative thinking;

(2) Work on the class projects designed to emphasize team decision making and the formulation of management plans for achieving specified goals and objectives;

(3) Practice in individual decision making and managerial role playing using cases and problems; and

(4) Simulating strategic management of a Health Care facility, using computer based simulations, cases and/or consulting projects.

**Course Methodology**

This semester "The Capstone Course" – HCA will use the following methods

1. Case studies to emphasize individual core management skills.

2. Two consulting projects for two healthcare organizations. Members of our class will serve as an individual consultant and a member of a consulting team to the organization. Our task is to complete a plan for the organization and make recommendations regarding future directions for them.

Lectures by the instructor will be limited to providing guidance on the process and method of the course. Students are expected to have already acquired
the knowledge and skills needed to complete assignments from previous courses. Because management decision making and policy formulation are integrative activities, the entire HCA curriculum is involved in the design of the course. The intention is to treat the course as a "lab" course organized around a series of individual cases and group projects. The course instructor acts primarily as a facilitator, referee, and consultant.

**Student Evaluation**

Your grade in this course is determined by the following:

1. Performance on individual case and problem assignments (40%).
2. Oral and written performance on the assigned component of the consulting project (30%).
3. Peer Evaluation of your participation, teamwork and attendance (20%).
4. Client's (instructor's) assessment of your overall performance (10%)

See additional materials, which have been posted regarding the projects, background and assignments.

**Description of CAHME compatibility:**

You have been informed beginning with new student orientation regarding the content addressed in the HCA curriculum. This content has been identified by the Commission on Accreditation for Healthcare Administration as necessary in a graduate program leading to an MHA degree. You will recall that there are 19 separate content areas. In each course you have taken you were exposed to one or more key content areas. As you know these are critical content components needed by any successful health care manager. Shown below are the content areas which we will cover in this course.

**CONTENT AREA 1. Population health and status assessment**

**CAHME Content:** Epidemiology, Health and Disease, Incidence and Prevalence, Need Assessment, Social and Cultural Determinants of Health and Health Disparities, Utilization, Health Promotion, Prevention, Medical Sociology, Illness Behavior, Culture and Health Care Delivery, Patient Provider Relationships
CONTENT AREA 2. Health policy formulation, implementation and evaluation


CONTENT AREA 3. Organizational development, organization behavior theory and application.


CONTENT AREA 4. Management and structural analysis of healthcare organizations including evaluation and redesign.

Content: Environmental Factors and Influence on Decision Making and Organizational Performance, Assessing Performance, Merger, Acquisition Joint Ventures and Integration. Designing Organization Structures. Power and Authority Roles, Medical Staff and Physician Relations.

HCA 5932 Capstone – Using a comprehensive case study, “Middleboro”, students are told that “The Board needs recommendations concerning the operation, structure, strategic direction and if appropriate - the governance of this organization. Overall, what is your assessment of this organization? What should this organization do and why? For this question, we desire specific plans, strategies and recommended actions -- a formal and comprehensive business plan -- that will position the organization to fulfill its existing or revised mission, enhance its profitability, and/or better position it in its
competitive markets. Issues in each case involve almost all of the content areas of this CAHME element

**CONTENT AREA 5. Operations assessment and improvement**

**Content:** Optimizing Resource Use, Application of Quantitative Methods. Scheduling, Location Analysis, Work Flow Analysis, Service Quality, Linear Programming, Forecasting and Simulation

HCA 5932 Capstone – Students are expected to review case data related to operations such as scheduling, work flow, forecasting and location analysis. Recommendations are required to enhance operations

**CONTENT AREA 6. Managing human resources and health professionals.**

**Content:** Job Analysis, Job Requirements, Manpower Planning, Recruitment and Retention, Job Evaluation, Performance Appraisal, Benefits and Compensation Organizational Culture, Vision and Commitment, Culture and Diversity, Legal, Ethical and Economic Factors. Motivation and Job Satisfaction.

HCA 5932 Capstone – Each case provides an opportunity to address issues such as staffing patterns, compensation (staff and Physician), motivation, recruitment and retention, organizational culture and job satisfaction.

**CONTENT AREA 9. Governance –structure, roles, responsibilities and alignment to leadership**

**Content:** Nature and Role of Governance in For-Profit and Not-For-Profit Organizations, Role and Structure and Ethical Responsibility of Boards, Stockholders, Legal Status of Owners, Stakeholders, Community. Accountability

HCA 5932 Capstone – Students are assigned a consulting project for 2 types of organizations in “Middleboro”. Both of these assignments have elements of governance which must be addressed including composition of the board, roles and responsibilities of board members, board committees and senior management. Students are responsible for analyzing governance issues and recommending changes needed. Such changes include board composition and structure, policies and procedures.

**CONTENT AREA 10. Leadership –visioning, change management and team development.**

**Content:** Adaptability and Flexibility, Individual and Group Behaviors, Culture and Change, Resistance to Change, Team Building, Organizational Design, Communication, Conflict Resolution, Collaboration and Team Building, Creative Thinking, Interpersonal Skills, Negotiation, Listening, Personal Goal Setting, Interviewing, Networking and Self-Awareness.
HCA 5932 Capstone – Students work in teams to complete a portion of the capstone project. They must organize each team, collaborate to achieve team goals, and negotiate with other team members to insure each view is heard. In addition each person completes a peer evaluation for each team member and a team assessment of the effectiveness of the entire team.

**CONTENT AREA 11: Written, verbal and interpersonal communication skills**

**Content:** Oral and Written Managerial Communications, Effective Convincing Presentations, Team Collaboration.

HCA 5932 Capstone – Each student must present individually and as a team member, orally and in writing, a consulting report on the case organizations.

**CONTENT AREA 12. Statistical analysis and application**

**Content:** Performance Measurement, Statistics, Operations Analysis, Survey Design, Research Methods, Quantitative Methods, Epidemiology, Utilization, Management and Control, Quality and Performance.

HCA 5932 Capstone – Students are required to complete an analysis of the demographic and utilization data for their assigned health care organization and to prepare forecasts of future operations.

**CONTENT AREA 14. Market analysis, research and assessment**

**Content:** Need assessment, market segmentation, demographic and disease distribution, utilization patterns, consumer behavior, innovation, analysis of channels, access, market sensitivity, pricing decisions and market research.

HCA 5932 Capstone – Each case assignment has a component of market analysis. Students are required to assess the needs and demand for existing and proposed services using demographic and other available data and analyze utilization and consumer or community attitude data to address what services should be delivered and where they should be delivered.

**CONTENT AREA 15. Financial Management of Health Organizations**

**Content:** Accounting, Cost Accounting, Management Accounting, Budgeting, Present Value/Future Value, Rate of Return, Risk Analysis, Cash Flow, Ratio Analysis, Working Capital, Payment Systems, Cost Containment.

HCA 5932 Capstone – Students are required to conduct a comprehensive financial analysis of 2 health care organizations. Conduct benchmarking of financial data propose pricing and cost containment approaches and produce pro forma budgets for any proposed changes.
CONTENT AREA 17: Strategy formulation


HCA 5932 Capstone- Students must use models of strategic planning, market research techniques, environmental assessment tools, strategy formulation and financial models to make strategic choices by conducting an environmental assessment and by developing a strategic plan or business plan for a health care organization

Competencies addressed in this course

Shown below are each course objective and the NCHL competency related to that objective. In addition below the competency is the target level of performance expected of each student.

Objective 1. Describe the relationship of health services management theory to management practice.

Related Competency 3: Analytical Thinking
The ability to understand a situation, issue or problem by breaking it into smaller pieces, or tracing its implications in a step-by-step way. 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.

Target Level 3: Recognizes Multiple Relationships
Makes multiple causal links: several potential causes of events, several consequences of actions, or multiple-part chain of events (A leads to B leads to C leads to D); Analyzes relationships among several parts of a problem or situation (e.g., anticipates obstacles and thinks ahead about next steps, in detail, with multiple steps

Objective 2. Identify and structure management problems that require interdisciplinary approaches.

Related Competency 16: Organizational Awareness
The ability to understand and learn 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
Target Level 4: Considers Priorities and Values of Multiple Constituencies
Takes time to become familiar with the expectations, priorities, and values of health’s many stakeholders (e.g., physicians, nurses, patients, staff, professionals, families, community leaders); Uses this understanding to build coalitions and consensus around the organization’s vision, priorities, and national health and wellness agendas; Recognizes and/or uses ongoing power and political relationships within the constituencies (alliances, rivalries) with a clear sense of organizational impact

Objective 3. Identify alternative courses of action and the probable outcomes of those actions

Related Competency 18: Process Management and Organizational Design
The ability to analyze and design or improve an organizational process, including incorporating the principles of quality management as well as customer satisfaction.

Target Level 3: Evaluates Organization Structure and Design
Assesses organizing structures (functional, departmental, service line, etc.) and their advantages and disadvantages; Understands basic differences in provider structures (i.e., practice site, teaching hospital, community hospital, clinic, sub-acute provider); Uses organization structure to design and improve performance

Objective 4. Formulate decision strategies that take into account the various constituencies of the firm with a stake in the outcome

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Related Competency 18: Process Management and Organizational Design
The ability to analyze and design or improve an organizational process, including incorporating the principles of quality management as well as customer satisfaction.
**Target Level 4: Uses Organization Governance Best Practices**

Understands governance practices, including board relations, committee structure, and fiduciary, ethics, and clinical review responsibilities; Defines role and responsibilities of foundations and other auxiliary organizations; Uses key governing and regulatory organizations such as state, county, and city governments; Uses organization governance to enhance quality, customer satisfaction, and performance.

**Objective 5. Formulate plans of action designed to achieve specific goals and objectives**

**Related Competency 4: Change Leadership**

The ability to **energize stakeholders and sustain their commitment** to changes in approaches, processes, and strategies.

**Target Level 2: Expresses Vision for Change**

Defines an explicit vision for change (i.e., what should be different and how); Modifies or redefines a previous vision in specific terms; Outlines strategies for change.

**Related Competency 20: Project Management**

The ability to **plan, execute, and oversee a multi-year, large-scale project involving significant resources, scope, and impact**. Examples include the construction of a major building, implementation of an enterprise-wide system (patient tracking, SAP), or development of a new service line.

**Target Level 1: Prepares a Detailed Project Plan**

Uses project management software; Establishes phases and steps with realistic timelines; Identifies required knowledge, skills, and abilities of team and vendors; Selects team; Identifies selection and contracting processes and criteria and selects vendor; Identifies performance requirements, measurement systems, and tracking and reporting processes; Establishes budget.

**Objective 6. Analyze the facts and strategies that underlay a given action or decision**

**Related Competency: Analytical Thinking**

The ability to **understand a situation, issue or problem by breaking it into smaller pieces, or tracing its implications in a step-by-step way**. 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.

**Target Level 4: Develops Complex Plans or Analyses**
Identifies multiple elements of a problem and breaks down each of those elements in detail, showing causal relationships between them; Peels back multiple layers of a problem; Uses several analytical techniques to identify potential solutions and weigh the value of each

**Objective 7. Select and apply skills, techniques and methods of human, financial and quantitative management as learned in required courses of the HCA curriculum.**

**Related Competency 8: Financial Skills**

The ability to understand and explain financial and accounting information, prepare and manage budgets, and make sound long-term investment decisions

**Target Level 5: Develops Long-term Financial Plans**

Develops long-term plans for funding growth and development (e.g., new services, clinical programs, community outreach); Develops long-term capital spending for building renovation and expansion; Develops funding sources and their financial implications

**Related Competency 9: Human Resources Management**

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.

**Target Level 2: Uses Alternative Compensation and Benefit Programs**

Conducts job analysis, evaluation, and grading; Uses compensation surveys; Understands compensation structures, including: market pricing, pay delivery models and their implications, benefits and their role in total compensation, and union wage and hour contract provisions; Uses compensation, benefit, and incentive programs to optimize performance of diverse employee stakeholders; Conducts performance assessments

**Related Competency 11: Information Seeking**

An underlying curiosity and desire to know more about things, people, or issues, including the desire for knowledge and staying current with health, organizational, industry, and professional trends and developments. It includes pressing for exact 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

**Target Level 3: Delves Deeper**

Asks a series of probing questions to get at the root of a situation, a problem, or a potential opportunity below the surface issues presented; Calls on others who are not personally involved, to get their perspective, background
information, experience, etc.; Does not stop with the first answer; finds out why something happened; Seeks comprehensive information, including expecting complexity

**Related Competency 17: Performance Measurement**

The ability to understand and use statistical and financial methods and metrics to set goals and measure clinical as well as organizational performance; commitment to and employment of evidence-based techniques

**Target Level 2: Monitors a “Scorecard” of Quantitative and Qualitative Measures**

Tracks financial, customer, quality, and employee performance measures; Uses patient and constituent satisfaction scores, as well as demographic and epidemiological statistics to set organizational priorities, plans, and investments; Gathers both quantitative and qualitative information on customer perceptions, market position, and financial viability; Tracks high-incidence procedures and conditions; Establishes procedures based on evidence; Ensures medical professionals undergo quality reviews; Uses measurement systems to determine “early warning” as well as “rear window” indicators

**Objective 8. Solve relevant health services management problems requiring qualitative and quantitative skills.**

**Related Competency 3: Analytical Thinking**

The ability to understand a situation, issue or problem by breaking it into smaller pieces, or tracing its implications in a step-by-step way. 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

**Target Level 3: Recognizes Multiple Relationships**

Makes multiple causal links: several potential causes of events, several consequences of actions, or multiple-part chain of events (A leads to B leads to C leads to D); Analyzes relationships among several parts of a problem or situation (e.g., anticipates obstacles and thinks ahead about next steps, in detail, with multiple steps

**Objective 9. Present effective oral and written solutions to human, financial and quantitative problems faced by practicing health services managers.**

**Related Competency 6: Communication Skills**

The ability to speak and write in a clear, logical, and grammatical manner in formal and informal situations, to prepare cogent business presentations, and to facilitate a group.

**Target Level 2 and 3: Prepares Effective Written Business Cases or Presentations**
Uses accurate and complete presentation of facts; Uses logical presentation of arguments pro and con; Develops well-reasoned recommendations; Prepares concise executive summary

**Makes Persuasive Oral Presentations**
Uses clear and understandable voice that is free of extraneous phrases (i.e., “uhm” and “you know”); Uses effective audiovisual media (presentation software, exhibits, etc.); Stays on the topic; Engages in non-defensive Q&A; Stays within time allotment

**Objective 10. Use population, workload, epidemiological, financial and market research data for management decision making and strategic policy formulation.**

**Related Competency 3: Analytical Thinking**

The ability to understand a situation, issue or problem by breaking it into smaller pieces, or tracing its implications in a step-by-step way. 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

**Target Level 3: Recognizes Multiple Relationships**
Makes multiple causal links: several potential causes of events, several consequences of actions, or multiple-part chain of events (A leads to B leads to C leads to D); Analyzes relationships among several parts of a problem or situation (e.g., anticipates obstacles and thinks ahead about next steps, in detail, with multiple steps

**Related Competency 8: Financial Skills**
The ability to understand and explain financial and accounting information, prepare and manage budgets, and make sound long-term investment decisions

**Target Level 5: Develops Long-term Financial Plans**
Develops long-term plans for funding growth and development (e.g., new services, clinical programs, community outreach); Develops long-term capital spending for building renovation and expansion; Develops funding sources and their financial implications

**Related Competency 24: Strategic Orientation**
The ability to consider the business, demographic, ethn-cultural, political, and regulatory implications of decisions and develop strategies that continually improve the long-term success and viability of the organization

**Target Level 3: Aligns Organization to Address Long-term Environment**
Objective 11. Demonstrate professional competence in presentation and teamwork assignments.

Related Competency 5: Collaboration
The ability to work cooperatively with others, to be part of a team, to work together, as opposed to working separately or competitively. Collaboration applies when a person is a member of a group of people functioning as a team, but not the leader.

Target Level 5: Builds Team Commitment
Acts to promote good working relationships regardless of personal likes or dislikes; Breaks down barriers across groups; Builds good morale or cooperation within the team, including creating symbols of group identity or other actions to build cohesiveness; Encourages or facilitates a beneficial resolution to conflict; Creates conditions for high-performance teams.

Related Competency 25: Talent Development
The drive to build the breadth and depth of the organization’s human capability and professionalism, including supporting top-performing people and taking a personal interest in coaching and mentoring high-potential leaders.

Target Level 3: Provides Constructive Feedback and Support
Gives directions or demonstrations with reasons or rationale as a training strategy; Provides practical support or assistance to make an assignment easier for the others; Volunteers additional resources, tools, information, and expert advice; Supports learning and professional growth of others; Asks questions, gives tests, or uses other methods to verify that others have understood explanation or directions; Gives feedback in balanced, behavioral, and constructive manner; Provides constructive development expectations.

Related Competency 26: Team Leadership
Sees oneself as a leader of others, from forming a team that possesses balanced capabilities to setting its mission, values and norms, as well as to holding the team members accountable individually and as a group for results.

Target Level 3: Promotes Team Effectiveness
Creates the conditions that enable the team to perform at its best (e.g., setting clear direction, providing appropriate structure, getting the right people); Determines team membership (including selection and
dismissal), team assignments, performance management, and team development actions in a manner that promotes team morale and productivity; Obtains input from others to promote the effectiveness of the group or process; Builds team spirit for purposes of promoting the effectiveness of the group or process

Objective 12. Formulate and defend policy decisions.

**Related Competency 2: Achievement Orientation**

A concern for surpassing a standard of excellence. The standard may be one’s own past performance (striving for improvement); an objective measure (results orientation); outperforming others (competitiveness); challenging goals, or something that has not been done previously (innovation).

**Target Level 4: Sets and Works to Meet Challenging Goal**
Establishes - "stretch goals" for self and others that are realistic and possible to reach; Strives to achieve a unique standard (e.g., “No one had ever done it before.”); Compares specific measures of baseline performance compared with better performance at a later point in time (e.g., “When I took over, efficiency was 20%; now it is up to 85.%”)

**Related Competency 6: Communication Skills**
The ability to speak and write in a clear, logical, and grammatical manner in formal and informal situations, to prepare cogent business presentations, and to facilitate a group

**Target Level 3: Makes Persuasive Oral Presentations**
Uses clear and understandable voice that is free of extraneous phrases (i.e., “uhm” and “you know”); Uses effective audiovisual media (presentation software, exhibits, etc.); Stays on the topic; Engages in non-defensive Q&A; Stays within time allotment

**Related Competency 10: Impact and Influence**
The ability to persuade, convince, influence, or impress others (individuals or groups) in order to get them to go along with or to support one’s opinion or position. The “key” is understanding others, since Impact and Influence is based on the desire to have a specific impact or effect on others where the person has a specific type of impression to make, or a course of action that he or she wants the others to adopt

**Target Level 3. Takes Multiple Actions to Persuade**
Takes two or more steps to persuade without trying to adapt specifically to level or interest of an audience; Includes careful preparation of data for presentation; Makes two or more different arguments or points in a presentation or a discussion; Uses multiple points of view and delivery alternatives
Objective 13. Think strategically, critically and effectively.

Related Competency 3: Analytical Thinking

The ability to understand a situation, issue or problem by breaking it into smaller pieces, or tracing its implications in a step-by-step way. 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.

Target Level 3: Recognizes Multiple Relationships

Makes multiple causal links: several potential causes of events, several consequences of actions, or multiple-part chain of events (A leads to B leads to C leads to D); Analyzes relationships among several parts of a problem or situation (e.g., anticipates obstacles and thinks ahead about next steps, in detail, with multiple steps).

Objective 14. Work effectively in teams and demonstrate team leadership skills. Hold self and team members accountable for meeting team goals.

Related Competency 1: Accountability

The ability to hold people accountable to standards of performance or ensure compliance using the power of one’s position or force of personality appropriately and effectively, with the long-term good of the organization in mind.

Target Level 5: Creates Culture of Accountability

Creates a culture of strong accountability throughout the organization; Holds others accountable for demanding high performance and enforcing consequences of non-performance and taking action; Accepts responsibility for results of own work and that delegated to others.

Related Competency 26: Team Leadership

Sees oneself as a leader of others, from forming a team that possesses balanced capabilities to setting its mission, values and norms, as well as to holding the team members accountable individually and as a group for results.

Target Level 3: Promotes Team Effectiveness

Creates the conditions that enable the team to perform at its best (e.g., setting clear direction, providing appropriate structure, getting the right people); Determines team membership (including selection and dismissal), team assignments, performance management, and team development actions in a manner that promotes team morale and productivity; Obtains input from others to promote the effectiveness of the
group or process; Builds team spirit for purposes of promoting the effectiveness of the group or process