

Management Academy for Public Health

Logic Model Revised

Excerpted from a longer document

University of North Carolina-Chapel Hill

Kenan-Flagler Business School
School of Public Health

University of North Carolina-Chapel Hill

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Background

In 1998, the Centers for Disease Control and Prevention, the Health Resources Services Administration, the W.K. Kellogg Foundation, and the Robert Wood Johnson Foundation (the Sponsors) agreed to support a national demonstration project to design and evaluate a management development program for public health professionals. The Sponsors contracted with the CDC Foundation to administer the project. Following a Request for Applications (RFA) process, the University of North Carolina at Chapel Hill Kenan-Flagler Business School and School of Public Health were selected to conduct the Management Academy for Public Health (MAPH). The goals of the MAPH are to improve the individual management competency of public health professionals and the operational efficiency and effectiveness of their agencies in four states: Georgia, North Carolina, South Carolina and Virginia. UNC-CH was expected to develop a model for public health management training that could be replicable and sustainable, with the first 3 funded years being conceived as a “pilot” program.

The MAPH is a ten-month management development program providing the equivalent of twenty days of executive education. Training is organized in three phases: a summer five-day on-site session, a distance learning phase including a two-day on-site session, and a final on-site session that includes presentations and graduation. Managers attend in teams of 3-6 from their local or state public health agencies, often also including a staff member from a community partner agency such as a school or hospital. To reduce class size and improve the educational experience, managers (“members”) are split each year into groups (“cohorts”) of 50 members, with whom they attend class, connect as peer learners, and graduate. A major team project, writing a business plan for a public health program needed in their agency and community, culminates the curriculum and requires immediate “transfer of training” to the work setting.

Phase I consists of five days of classroom instruction on the UNC-CH campus. Members are oriented to the mission, goals, and expectations of the MAPH and provided with intensive instruction in the principles of management, finance, civic entrepreneurship, social marketing and strategy/business planning. They also receive results from a multirater (also known as a 360 degree) assessment completed by subordinates, peers, and their supervisor, rating them on key management and leadership skills. They then write an Individual Development Plan, whereby they set goals, learn, try out new managerial practices, and later report on the results.

Phase II consists of nine months of “distributed learning” back home in their organizations - business plan project work, following through on their Individual Development Plan, web-based education - plus additional on-site instruction. Teams work intensively to develop a business plan. MAPH hires business plan advisors with business and public health expertise to guide and provide feedback to the teams along the way, increasing skill development and plan quality. Members also work on their Individual Development Plan, take web-based courses in project and data management, and access on-line resources for communications, quality improvement, and social marketing. Three months into Phase II, members also attend a three-day on-site conference in Chapel Hill where they receive instruction in quality improvement, business communications, data management and a finance follow-up course. At that meeting, they also share progress on their business plans and receive feedback from peers and advisors.

In Phase III, teams return to Chapel Hill for three days at the end of the 9-month program, where they receive instruction in negotiations and disaster management, present their business plans, and graduate.

This fundamental model has remained constant throughout the 4 years the Academy has been offered. While very significant instructional and curriculum improvements have been made, these improvements

have represented incremental adjustments to the methods MAPH started with, rather than fundamentally new directions.

The RFA called for six hundred managers to be trained over a three-year period (1999-2002) in growing increments: 100 in the first year, 200 in the second, and 300 in the third. For logistical reasons, the third year was then modified to train 200 managers, with the final 100 to be trained in a fourth year. Due to state budget cuts that restricted travel and resulted in unfilled positions, all four states requested that Year Three be scaled back to 200 people. Recruiting is enhanced through the help of a coordinator in each state, usually a person with workforce development duties who reports to the state health director or commissioner.

To facilitate organizational change, UNC recruited managers in teams of at least three individuals. It was believed that a critical mass of managers from an agency had to attend to produce a significant impact on agency performance. Then too, a team model linked to a culminating business plan project would enable members to practice skills on the job, help each other apply concepts and skills, strengthen their teamwork skills and the team itself, learn to think and act in an entrepreneurial fashion, and produce a major agency benefit that an individual manager working alone could not produce. Starting in year two, teams were encouraged to bring community partners, in line with program's emphasis on building partnerships with other agencies and businesses to expand community commitment to public health.

In addition to awarding continuing education units (CEUs) to graduates, UNC-CH also offers the option of six graduate credits for completion. The ability to award academic credit was seen as a key incentive for learners to enroll and work hard. In the past two years, 183 managers (37% of the 490 graduates) have elected to pay the extra fee (originally \$85, now \$285) for course credit.

The RFA required the applicant to evaluate the MAPH's effectiveness in enhancing individual management competence and fostering organizational change. In addition, an External Evaluation has examined changes in managerial practice. Figure 1 presents a logic model for the program and its evaluation.

The logic model points out many of the "inputs" (such as the participants with their experience levels and attitudes toward learning, the faculty, funding, staffing, and planning processes) that powerfully shape the program's outcomes. The content and instructional methods in the on-site and distance learning programs also strongly shape learning outcomes, including basic knowledge, perspectives on management methods, confidence, and skill levels. The Individual Development Plan process then helps managers develop needed skills on the job, promoting short-term and longer-term changes in managerial behavior. It also teaches the lifelong learning skill of goal setting.

The team business plan provides guided practice in specific skills taught in the program, such as financial planning and budgeting, managing people, and written and oral communication, as well as global strategic thinking and business planning skills. These skills are developed both short-term, with the help of the MAPH director and advisors, and longer term as many teams actually implement the business plan project in their communities, and other "spin-offs" like it. Improved managerial practice at the individual and team levels are in turn hypothesized to lead to long-term changes in teamwork, organizational policies, procedures, and programs, and community impact.

In general, the internal evaluation (Figure 1) emphasizes gathering data on learners and the program before and at graduation, while the external evaluation emphasizes results after graduation. That distinction is only a matter of emphasis, however, since the external evaluation has also gathered data related to general satisfaction and learning during the program. Furthermore, the internal evaluation found

evidence of organizational change when examining business plan development and early implementation, and in short-term results from many Individual Development Plans.

This report presents data and conclusions from the internal evaluation only, and presents data in the general order presented from left to right in the Logic Model (Figure 1). This reports emphasizes what MAPH has learned about how to develop managerial capability in public health, in addition to highlighting key results.

Figure 1. MAPH Program and Evaluation Logic Model



