HPM 730.001 Fall 2017
Leadership and Management in Healthcare Organizations

Syllabus

Three Credit Hours
Department of Health Policy and Management
Gillings School of Global Public Health

Tuesdays: 2:00-3:15 PM Hooker 0001, BCBSNC Auditorium

Thursdays: Sec 601: 12:30-1:45 PM; Sec 602: 2:00-3:15 PM; Sec 603: 3:30-4:45 PM
527 Health Sciences Library

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Phone: 919-966-7373
Mailbox: in McG-G 1007

TA: Lauren Ahlers, 2nd Year MHA
Email: Office hours: Time and place TBD

Course Overview and Format

This course provides an introduction and overview to leadership, management, and organizational behavior in health care, reflecting the uniqueness of this sector. The course integrates theory with practice through readings, lectures, written assignments, and guest presentations from different organizational perspectives. Assessment, practice and development of leadership, managerial and organizational skills will be accomplished through team exercises and small group work (e.g. consulting assignment simulations) in the Thursday lab sections of the course. The course will consist of one lecture session per week on Tuesdays and one lab section per week on Thursdays. Please complete the course biosketch: HPM730F17_Biosketch so the instructor and TA can get to know you better. The link is also posted on Sakai.

Learning Objectives

<table>
<thead>
<tr>
<th>Course Learning Objectives</th>
<th>HPM Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate basic familiarity with key organizational behavior theories and concepts related to leadership and management.</td>
<td>Organizational Awareness; Professionalism; Systems Thinking</td>
</tr>
<tr>
<td>2. Understand and explain the uniqueness of structures, processes, and interactions in health care organizations as they relate to leadership, management and policy.</td>
<td>Analytical Thinking; Process Management and Organizational Design</td>
</tr>
</tbody>
</table>
3. Understand and explain the different roles and specific challenges for leadership and management in health care. | Analytical Thinking; Organizational Awareness
---|---
4. Demonstrate management skills critical to professional success in health care. High-level communication skills (e.g., listening, questioning, presenting, writing, etc.) are essential in today’s healthcare organizations. | Interpersonal Awareness and Emotional Intelligence; Professionalism; Communication Skills
5. Practice, hone, and demonstrate teamwork skills (e.g., leadership, collaboration, communication, etc.) in consulting team assignments and case analyses. | Professionalism; Communication Skills
6. Demonstrate ability in class and labs to discuss complex leadership, management, and organizational issues in health care. | Analytical Thinking; Systems Thinking; Communication Skills

### Texts and Resources

#### Suggested/Optional Texts

Quinn et al. “Becoming a Master Manager: A Competing Values Approach,” 6th ed., 2015 (referred to as “Quinn”). This text used to be required for the course, but is now optional. The theoretical framework in Quinn is the best I know of, but it is not healthcare focused. I will be introducing the “Quinn paradigm” or “Quinn model” and referring to it frequently across the semester, so you should become familiar with it. The book is also available as an e-book.

Gallos, J. (ed.) Business Leadership: A Jossey-Bass Reader, 2nd ed. Wiley, 2008. This reader has many of the classic articles that are on the course e-Reserves, plus many more! It also has section overviews that do a nice job knitting it all together.


#### Other Required Readings

Many of the journal articles and other assigned readings are on electronic reserve (“e-Reserve”) from the Health Sciences Library (HSL). The link is on the Sakai course website, and e-Reserves can be accessed directly that way. Other texts, references, resources, and readings will be posted on Sakai as the semester progresses. Course texts and articles, by definition, become dated the moment they are completed, let alone published. The internet and other “real-time” sources, therefore, are of increasing importance, even if their reliability must be constantly held suspect. Students are encouraged to gather and share information from the published literature as well as web searches through a class Twitter site (hashtag: #HPM730). Note, however, that complete citations of sources and websites must be provided in any submitted assignments. Please see the section on plagiarism and the UNC Honor Code later in this syllabus.

#### Course Website (https://sakai.unc.edu/portal)

The course website has been set up using Sakai and all students have been automatically enrolled. This website will be used extensively during the course, and students should check the site frequently for announcements, changes to the schedule, and access to readings. The Detailed Course Schedule, posted with the Syllabus on Sakai, is the major controlling document for dates of deliverables. Team sites on Sakai will be
set up to facilitate team communication, sharing of documents and collaboration. Lecture slides and other material will be posted on the course website. All written assignments must be turned in via the Sakai website assignment tool. Please use filename convention: Lastname_Firstinitial Assign_num. Do not submit assignments in .pdf format; submit only MS Word, Excel, PowerPoint files, etc. Students will additionally be able to check grades on the course website.

**Additional Web Resources Utilized in the Course**

**Class Interaction and Response Systems**

The class will use a variety of electronic methods as classroom response systems, including Poll Everywhere, Qualtrics, and Google Forms. These will be accessible through laptops and/or smartphones, which you should bring to class. Students should register with Poll Everywhere prior to the beginning of classes; Instructions are on the Sakai site.

**Website Links and Internet Resources**

Twitter will be used for posting interesting articles and links for websites of general interest for this course identified by the instructor. It is not necessary to set up a Twitter account if you don’t already have one; however if you do you can follow the class Twitter account, @HPM730. We are trying to set-up a link on the Sakai site to read tweets hashtagged #HPM730 that does not require having a Twitter account.

**Course Requirements and Expectations (see also the Detailed Course Schedule)**

1. **Tuesday Class Sessions (Lectures and Discussion):**

   The lecture portion of the course will have: (1) sessions devoted to organizational theory, perspectives, and applications, working from the Quinn paradigm and assigned articles; and (2) guest presentations on organizational and managerial issues given by active practitioners from a variety of health care settings.

   **Lectures:** In order to generate meaningful class dialogue, it is important that students come prepared to discuss the current topic by reading the assigned material ahead of time. When feasible, copies of slides will be posted in time for the class; otherwise, they will be posted following each week’s lecture or presentation. While class attendance in lectures will not be taken, it is expected that students will attend all sessions. Obvious frequent absences and/or low levels of class participation will be considered when assigning participation scores at the end of the semester.

   **Guest Presentations:** Managers and executives from a number of different health care settings will be presenting real-life, real-time managerial and leadership challenges from their particular organizations. Attendance at these presentations is mandatory, and class members are expected to ask relevant, clarifying questions and provide suggestions and input, acting in a “consulting role” for the guest. *Summary memos or PowerPoint slide decks are required assignments after each guest presentation.* Presentations will be video recorded, if possible, for subsequent viewing.

   Expected protocol for guest presentations is shown in Table 1. Remember that guests take their own uncompensated time to come into our class, and they offer a great networking opportunity for mentoring, internships, and even jobs! *Take advantage of this!*

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1 For example: Paul_J Assign 1.docx (or .ppx, etc.)
Table 1: Protocol for Guest Presentations

<table>
<thead>
<tr>
<th>1. Honor the occasion:</th>
<th>2. Think of questions:</th>
<th>3. Thank the speaker:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Arrive on time</td>
<td>• Write them down</td>
<td>• Round of applause</td>
</tr>
<tr>
<td>• Full class attendance</td>
<td>• Speak out and ask questions</td>
<td>• Go up afterwards to say thanks or to ask additional questions in person (at least 2-3 people)</td>
</tr>
<tr>
<td>• Make regular eye contact</td>
<td>• Think of your role as being a consultant with fresh perspective and ideas</td>
<td>• <strong>Network! Network! Network!</strong></td>
</tr>
<tr>
<td>• Turn off Internet access (i.e., no Facebook!)</td>
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Students will individually prepare a summary memo or a PPT slide deck, submitted on Sakai, following each guest presentation. The memos are intended to hone concise and focused written communication skills, which will have great applicability for subsequent courses and real-world communications. The memos can additionally be characterized as a “micro case study analysis” or an “executive summary.” Memos may be addressed to the guest presenter, or to different levels of a hypothetical organization, for example: (1) to a supervisor/boss; (2) to professional counterparts; (3) to staff/subordinates. General guidelines for memos will be posted on the Sakai site. Specific directions will be posted prior to the assignment due dates and may include an alternate reporting format (e.g., an annotated MS PowerPoint presentation).

The final memo is optional, and its grade can substitute for an earlier memo, if needed. **Note that only the final memo is optional.** It is not permissible to skip one of the first four memos/assignments and just plan on replacing it with the fifth, optional memo. Please talk to the instructor or the TA if this is not clear, or you have special circumstances.

The memos will be submitted in electronic form on the Sakai site and should indicate your audience, appropriately summarize the organizational/managerial issue(s), and suggest next steps. Think of these perhaps as an attachment to an email you might send. The body of each summary memo should be approximately 400 words, +/- 10%, which is less than two double-spaced pages. **Note:** *Charts, figures and tables do not count against the word limit as long as they are informative, well designed, and “reader friendly”, i.e., just not more verbiage themselves!* Be sure to put your name on all assignments, along with numbering the pages.

For ease of feedback and grading, submit memos in MS Word format with 12-point font, one-inch margins, double-spaced and left margin aligned. Use the file naming convention `lastname_firstinitial_Assgn_num` described earlier. Do not submit in Adobe “.pdf” format because it makes feedback difficult. **Late assignments will not be accepted unless arranged at least 24 hours in advance. Permission for delayed submission will only be given for exceptional circumstances.**

Your managers, colleagues and staff, now and in the future, and regardless of policy, research, or management focus, are likely to have very short attention spans. Communication, therefore, has to be short and to the point! Short memos require you to sharpen and wordsmith more than you would have to for a 10-page report. Accurate spelling, good grammar, and overall readability are critical for establishing the face validity of each memo’s content. Typos and egregious or sloppy errors, such as misspelling the guest’s name or organization, will be penalized. Class members are encouraged to use the UNC Writing Center ([http://www.unc.edu/depts/wcweb](http://www.unc.edu/depts/wcweb)) for writing suggestions and help. Additionally, the short book by Blake and Bly, “Elements of Business Writing,” is an excellent resource. The instructor and/or TA will provide timely...
feedback on memos to facilitate improvement over the semester. Previous students have found the short memos prepared in this class useful for job application writing samples.

2. Thursday Lab Sessions (Small Group Work):

The lab sections will provide small group context for assessment, understanding, practice, and development of management skills. Each student is enrolled in one of three lab sections. Each of the lab sections will be further divided into four teams for small group exercises and case studies, team projects, and group presentations. Teams have been put together as best as possible to reflect the diversity across the class with regard to degree program, work experience, gender, and race/ethnicity. We will use name tents in the lab sections to help associate name and face.

Small group “Consulting” Teams

Teams are established at the beginning of the semester and form a core group for the discussions and team projects and presentations. It is critical for the functioning of the team that each team member follow basic ground rules such as: (a) attend lab sessions and team meetings regularly and reliably; (b) participate actively; and (c) act in a trustworthy, respectful, and confidential manner. There will be an interim internal team assessment midway through the semester.

At the end of the semester each team prepares and delivers a case presentation of approximately 20 minutes in length, followed by 10 minutes of discussion and questions by the other lab participants and the instructor/TA. Presentation briefing material for other lab participants to review ahead of time may be necessary.

The observing lab section members will be asked to provide feedback via a Qualtrics survey. These evaluations, along with evaluation(s) by the instructor and/or TA, will be used in assigning the team’s overall presentation grade. The presenting teams will also do an internal, confidential evaluation of their team at the end of the semester that will be taken into account in the final grade.

Comfort with presentations (i.e. being able to stand up in front of people in a relaxed and engaging manner) is an important professional skill that will be practiced and honed across several HPM classes, not just HPM 730. Presentation guidelines are included in the Quinn text, and other guideline sets will be posted on the class website. For excellent presentation practice and feedback, there is a local chapter of Toastmasters International (www.toastmasters.org) that meets in the Health Sciences Library. Finally, there are a number of workshop options on presentation skills offered at the Kenan-Flagler UNC School of Business and other places on campus.

3. Clinical Rounds / Site Visits / IHI Leadership Module

Participation in clinical rounds or clinical conferences at UNC Hospitals, or site visits to different health care settings (e.g., nursing homes, public health clinics, health research organizations, or other health-related organizations), is required for all students. The clinical rounds/clinical conferences option is highly recommended for those students who have little to no exposure to clinical healthcare settings. For those already with significant hospital-based clinical experience, site visits to other health care delivery organizations will provide the opportunity to learn about the organizational culture and unique managerial challenges presented in these alternative healthcare settings. Students with a clinical background could consider shadowing an administrator. Students should prepare questions ahead of time to maximize the benefit/usefulness of each site visit.

Sign-up Process: The TA will assist in setting up the clinical rounds/conferences and identifying potential site visits. We may also be able to identify HPM alumni willing (and potentially very helpful) for hosting site
visits. The course TA will set up electronic sign-up forms for site visits. Although each site visit will be slightly different, general protocol and etiquette for site visits is shown in Table 2. Please read and observe.

Table 2: Protocol for Clinical Rounds and Site Visits

<table>
<thead>
<tr>
<th>1. Before the Visit</th>
<th>2. Visit Day</th>
<th>3. Follow-up</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Complete HIPAA training online and submit required confidentiality and volunteer forms as needed.</td>
<td>• Arrive 5-10 minutes early; allow time for getting lost, parking and traffic delays, obtaining on-site IDs if required, and confusion at the site—the people you see may not know who you are</td>
<td>• Send an email thank-you to the site visit coordinator and other key individuals you may have interacted with</td>
</tr>
<tr>
<td>• Verify date and time of visit you have signed up for. Notify the T.A. and/or instructor immediately of any conflict or problems. If an unavoidable problem on the day of the visit, attempt to reach the site visit coordinator. Do not be a “no-show”!!</td>
<td>• Introduce yourself as needed to whomever seems to be in charge</td>
<td>• Prepare and submit the site visit report on the Sakai site within one week of the site visit</td>
</tr>
<tr>
<td>• Check out websites and do some research on the site ahead of time</td>
<td>• Dress appropriately and professionally; “business casual” usually works fine. Remember you are representing yourself, the department, and the school</td>
<td>• Observe what is going on from an organizational perspective; ask questions and participate as appropriate</td>
</tr>
<tr>
<td>• Prepare a list of questions, topics, or issues you might be interested in</td>
<td>• Enjoy the visit! Network!</td>
<td></td>
</tr>
</tbody>
</table>

Clinical Rounds/Site Visit Reports:

Brief site visit reports, ~250 words (e.g., approximately one double-spaced page), are required for each clinical round/site visit. The reports should focus on organizational/managerial observations, and your personal/professional “take-aways.” Observe what is going on or what the challenges are in terms of organizational issues: culture, communication, hierarchy, decision-making, etc. The reports should not be mere summaries of the visit, or of the organization itself. Site visit reports should be addressed to the HPM 730 course instructor. Use the same margin/font size format guidance as for memos. Site visit reports must be submitted via the course website within one week of the visit, and all site visits and reports must be completed and submitted the week before Thanksgiving Break.

Note that two clinical rounds or site visits are required. Documented completion of the Institute for Healthcare Improvement (IHI) Open School Leadership Module, however, may be substituted for one of the site visits. Note also that there may be a “Public Health Phield Trip” to the Orange County Health Department organized at the school level. Participation on the “Phield” trip, accompanied with a site visit report, can also serve as one of the two required site visits.

4. Extra Credit Book Review

It is important to be aware of the vast amount of business literature relating to management and leadership. There are no required book reviews for the course. Students can obtain extra credit, however, by reading a book and preparing a book review. The review should be ~400 words (+/- 10%), addressed to the course instructor, and following the same format guidance as for memos. Books should be ones you have not previously read, and can be (1) among books (not articles) listed at the end of the Quinn chapters; (2) from the...
list of suggested books posted on the course website; or (3) others you have identified. The review should focus on personal/professional "take-aways." The review should not be a mere summary of the book; the review should state what was useful for you from reading the book. Your optional book selection must be submitted before Fall Break. The instructor or the TA must approve book selections not in the sources already listed. All optional book reviews are due the Tuesday before Thanksgiving Break.

5. Final Exam

The University schedules a required final exam for HPM 730 during the final exam period. The final exam will consist of short answer/short essay questions. The last lecture class preceding the exam will be utilized for review and questions, as well as for the course evaluation.

Class Requirements, Due Dates, Grading and Assessment

<table>
<thead>
<tr>
<th>Class Requirement</th>
<th>Due Date(s)</th>
<th>Full Points</th>
<th>Typical Points</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assignments following each guest presentation (memo or Powerpoint)</td>
<td>Due 9:00 AM Tuesday after each guest presentation</td>
<td>40</td>
<td>32</td>
<td>Memos: ~400 words (&lt;2 d.s. pages); see other specifications in syllabus</td>
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<tr>
<td></td>
<td></td>
<td>(max 10 pts/each)</td>
<td></td>
<td>PPT presentations: ~8-10 annotated slides; separate guidance will be provided</td>
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<tr>
<td>2. Final team case presentations</td>
<td>Teams A &amp; B: Wk 12, Thurs, 11/9 Teams C &amp; D: Wk 13, Thurs, 11/17</td>
<td>20</td>
<td>16</td>
<td>All team members will get same points for content and presentation. Individual points will include 360° feedback from teammates.</td>
</tr>
<tr>
<td>-- Content (40%)</td>
<td></td>
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<tr>
<td>-- Presentation (40%)</td>
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<td></td>
</tr>
<tr>
<td>-- Individual (20%)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3. Clinical rounds, site visits or IHI leadership module</td>
<td>Reports due one week after visit, no later than Tues before Thanksgiving.</td>
<td>10</td>
<td>8</td>
<td>~250 words; same format guidelines as memos For IHI leadership module submit copy of certificate</td>
</tr>
<tr>
<td>4. Optional book review (extra credit)</td>
<td>Due Tues before Thanksgiving</td>
<td>5</td>
<td>4</td>
<td>~400 words; Proposed selection must be posted on Sakai before Fall Break</td>
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<tr>
<td></td>
<td>(possible extra credit)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Final exam (during final exam period)</td>
<td>Saturday, 12/9 12:00 – 2:00 PM</td>
<td>20</td>
<td>16</td>
<td>Cumulative for semester; short answer/essay format</td>
</tr>
<tr>
<td>6. Instructor/ TA Assessment and Class Participation</td>
<td>Assessment at end of semester</td>
<td>10</td>
<td>8</td>
<td>In both lectures and labs</td>
</tr>
<tr>
<td></td>
<td>Total Points</td>
<td>100</td>
<td>80</td>
<td>&lt;60 = F; 60-69 = L; 70-89 = P; 90-104 = H</td>
</tr>
</tbody>
</table>
Course Policies

Electronic Devices (e.g., laptops, tablet computers, smart phones, etc.)

Use of devices in this class is encouraged for taking notes and quick look-up of information relevant to the discussion. Additionally, we will be using Twitter, Google Forms, Poll Everywhere and Qualtrics as active classroom response systems, among possibly others, and devices are required for participation.

Note, however, that the use of electronic devices (including cell phones) for other purposes, including multi-tasking, checking email, sending instant messages, looking at Facebook, playing games, etc. is not appropriate, and rude to the presenter as well as inconsiderate to other class members. Complaints about electronic devices in the classroom come as much from students as from lecturers and guests. Please restrict your use of electronic devices to only class-relevant activities. Continued inappropriate use of electronic devices will be noted and can affect the course final grade. Relentless staring at your screen, even if class-related, is also disconcerting for any presenter. Make regular eye contact and interact!

Coordination with Other Classes

To the degree possible, the assignments, due dates, and exam schedule for this course will be coordinated with the other required HPM courses and instructors during this semester. A merged calendar of assignment and exam event dates covering all four classes may be available on the course website. The course schedule may also be subject to unavoidable change, however, which will be noted under “Announcements” on the Sakai site.

UNC Honor Code

The principles of academic honesty, integrity, and responsible citizenship govern the performance of all academic work and student conduct at the University. Your acceptance of enrollment in the University presupposes a commitment to the principles embodied in the Code of Student Conduct and a respect for this significant Carolina tradition. Your reward is in the practice of these principles.

Your participation in this course comes with the expectation that your work will be completed in full observance of the UNC Honor Code. Academic dishonesty in any form is unacceptable, because any breach in academic integrity, however small, strikes destructively at the University's life and work.

If you have any questions about your responsibility or the responsibility of faculty members under the Honor Code, please consult with someone in either the Office of the Student Attorney General (919-966-4084) or the Office of the Dean of Students (919-966-4042). You should also consult “The Instrument of Student Judicial Governance” (http://instrument.unc.edu).

Plagiarism

For guidance on plagiarism and how to correctly cite internet sources there are a number of tutorials and guidelines:

http://www.hsl.unc.edu/services/tutorials/PlagiarismTutorial/intro.html
http://www.lib.unc.edu/instruct/plagiarism/
http://www.unc.edu/depts/wcweb/handouts/plagiarism.html
http://www.hsl.unc.edu/Services/guides/writing.cfm

When in doubt, cite and over-document your sources!
Recognizing, Valuing, and Encouraging Diversity

The importance of diversity is recognized in the mission statement of HPM. In the classroom, diversity *strengthens* the products, *enriches* the learning, and *broadens* the perspectives of all in the class. Diversity requires an atmosphere of inclusion and tolerance, which oftentimes challenges our own closely held ideas, as well as our personal comfort zones. The results, however, create a sense of community and promote excellence in the learning environment. *This class will fully follow principles of inclusion, respect, tolerance, and acceptance that support the values of diversity.*

Diversity includes consideration of: (1) life experiences, including type, variety, uniqueness, duration, personal values, political viewpoints, and intensity; and (2) factors related to “diversity of presence,” including, among others, age, economic circumstances, ethnic identification, family educational attainment, disability, gender, geographic origin, maturity, race, religion, sexual orientation, social position, and veteran status.

Course Evaluation

HPM participates in the University’s online course evaluation system, enabled at the end of each semester. The system will be open for students to complete evaluations for a two-week period at the end of the semester. Your responses will be anonymous, with results only provided in the aggregate. Open-ended comments will be shared with instructors, but not identified with individual students. Your participation in the online course evaluation is an expectation, since providing constructive feedback is a professional obligation. Feedback is critical, moreover, to improving the quality of our courses, as well as for instructor assessment.

*I hope you will enjoy and learn from HPM 730 this Fall! Please speak to the instructor or the TA if you have any questions, comments, or suggestions!*