HPM 728.967 Spring 2018
Leadership and Workforce Management Strategies in Healthcare Organizations

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

Wednesdays: Online sessions, 7:00 PM to 9:00 PM, Adobe Connect

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Course Overview and Format

This course provides an introduction and overview to leadership, management, and organizational behavior in health care, focusing particularly on strategic human resources management. An overarching goal of the course is to help students develop an understanding of the concept of strategic human resources management, and the need for alignment between leadership, management, and HR practices and the organization’s strategy and mission. In addition to the all-day workshops to begin and conclude the semester, the course will consist of weekly online sessions with case exercises alternating with lecture/discussions.

Learning Objectives

Course Learning Objectives and Competencies

<table>
<thead>
<tr>
<th>Course Learning Objectives and Competencies</th>
<th>1. Gain and demonstrate basic familiarity with regard to key organizational behavior theories and concepts related to leadership and management.</th>
<th>Organizational Awareness; Systems Thinking</th>
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<tbody>
<tr>
<td>2. Identify key features of strategic human resources management and distinguish between strategic and operational HR activities and functions</td>
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<td>Human Resources Management; Strategic Orientation; Systems Thinking</td>
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<tr>
<td>3. Understand and explain the uniqueness of structures, processes, and interactions in health care organizations as they relate to leadership, management and policy</td>
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<td>Analytical Thinking; Process Management and Organizational Design</td>
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</table>
4. Understand and explain the key features of job design, recruitment, selection, performance management, compensation, and training, and their interrelationships

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Key Features</th>
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<tbody>
<tr>
<td>Human Resources Management</td>
<td>Professionalism; Communication Skills; Systems Thinking</td>
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<tr>
<td>Analytical Thinking; Organizational Awareness</td>
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<tr>
<td>Interpersonal Awareness; Professionalism; Communication Skills</td>
<td></td>
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<tr>
<td>Team Dynamics; Professionalism; Communication Skills</td>
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</table>

5. Understand and explain the different roles and specific challenges for leadership and management in health care.

6. Develop and practice one’s own skills in managing the workforce, including negotiation, performance feedback, and team leadership.

7. Practice, hone, and demonstrate teamwork skills (e.g., leadership, collaboration, communication) in consulting team assignments and case analyses.

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**Course Organization and Requirements**

**Overview:**

In addition to the two on-campus workshops there will be weekly on-line classes using Adobe Connect, further divided into eight two-week modules. The first week of each module will be lecture, discussion, online polling, and on selected dates, team presentations. We strongly encourage class participation, and we see this as a factor central to the success of the course. The second week of each module will include team-based case discussions and online team presentations.

There are eight individual assignments and eight team assignments across the semester, due in alternating weeks. For team deliverables only one deliverable per team is necessary. Guidance for individual and team deliverables will be posted under the Sakai Assignment tab and under Resources for the relevant week. Attendance and participation in the online sessions will be monitored and considered in the final grade, along with completing the Mid-Semester and End-of-Semester Team Assessments. A detailed course schedule by module and week is posted on Sakai and considered integral for the course.

Human resources issues are in the news virtually every day. To bring at least some of this current content into the class, teams will be assigned to present one HR in Eight presentation during the semester. On selected weeks, a team will be assigned to conduct an HR in Eight Presentation. On the assigned day, a team will conduct a presentation of no more than eight minutes on significant workforce-related news that has been reported on in the past 30 days. Each team will present a summary of the issue and why it is significant, and provide citations to at least two sources used in preparing the presentation. PowerPoint or other presentation format should be used and uploaded to Sakai.

Similarly, on other selected weeks, a team will be assigned to facilitate an eight minute discussion of a chapter from the assigned book by Jeffrey Pfeffer (see book reference below). Using PowerPoint or other presentation format, teams should (1) provide a brief summary of the main points of the chapter (1-2 minutes), and (2) present 3-4 questions for the class to discuss.

**Required Readings:**

Journal articles and other assigned readings are posted under Resources on the Sakai course website, as well as through electronic reserve (“e-Reserve”) from the Health Sciences Library (HSL), also accessible
through the course web site. Other texts, references, resources, and readings will be posted as the semester progresses.

It is critical that all reading be completed before online sessions, especially for the evenings when cases will be discussed in teams.

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 seek out information from the published literature as well as web searches, sharing through course website Twitter hashtag, #hpm730

Note that complete citations of sources and websites must be provided in any submitted assignments. Please see the section on the UNC Honor Code later in this syllabus.

Textbooks:

There is one book required this semester. We are assigning the book because it raises fundamental questions about leadership and the manner in which leadership training has been carried out for decades. We will be discussing the book chapter-by-chapter during the semester.


Cases:

Several cases used in this course are available on Sakai. However, due to copyright issues, three cases must be purchased from Harvard Business School Press. The cases are sold as a package by going to the link below. Note that only three materials in the package are required; the two audio versions are not required. To obtain the cases, please go to the website below. There is a brief enrollment process, but the actual purchase is straightforward. The website follows:

http://cb.hbsp.harvard.edu/cbmp/access/72337059

Optional Textbooks:

1. Quinn, R.E., Faerman, S.R. et al. Becoming a Master Manager: A Competing Values Approach, 6th ed. Wiley, 2015. This is the text used in the residential Master’s course, “Leadership and Management in Healthcare Organizations” (HPM 730.001). Although not explicitly healthcare related, the Quinn text offers an integrative paradigm for understanding organizational behavior and the role of leaders and managers in organizations.


Course Website:

The course website has been set up using Sakai. All registered students are automatically enrolled in the site. 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. Lecture slides and other material will be posted. All written assignments will be turned in via the Sakai Assignment tool according to the course schedule. Students will additionally be able to check grades on the website.

File-naming protocols are important. Please observe the following protocol for naming your individual and team assignments.
Individual Deliverables: lastname_firstinitial IndivAssign_num.doc (or .docx, .ppt, .pptx).
Be sure to have your name and PID on the document itself, and submissions should be in MS Word formats only; do not use “.pdf” formats.

Team Deliverables: Team teamnumber TeamAssign_num.doc (or .docx, .ppt, .pptx).
Only one deliverable per team is required. Further instructions are in the assignment guidance document posted for each assignment.

HR in Eight Presentations: Team teamnum HRin8.ppt (or .docx or .pptx). One deliverable per team is required.

Pfeffer Facilitations: Team teamnum Pfeffer.ppt (or .docx or .pptx). One deliverable per team is required.

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### Grading

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<tr>
<th>Component</th>
<th>Points</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Individual Assignments (eight total, 5 points each)</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Team Case Assignments and Presentations (eight total, 5 points each)</td>
<td>40</td>
<td>All team members receive the same grade</td>
</tr>
<tr>
<td>Mid- and End-Semester Team Assessments (2.5 points each)</td>
<td>5</td>
<td>Must complete for points</td>
</tr>
<tr>
<td>Team <em>HR in Eight</em> Assignments</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Team Facilitation of <em>Leadership BS</em></td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td></td>
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Grading Scale: 90 or above (“H” – High Pass); 75 to 89 (“P” – Pass); 60 to 74 (“L” – Low Pass); Below 60 (“F” – Fail).

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### Course Policies

**Carolina Course Evaluation System:**

HPM participates in the Carolina Course Evaluation System (CES), an online course evaluation tool enabled at the end of each semester. Your responses will be anonymous, with feedback provided in the aggregate. Open-ended comments will be shared with instructors, but not identified with individual students. Your participation in CES 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. You will be notified by the school of the opening and closing dates for completing course evaluations.

**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 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.

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**UNC Honor Code**

Academic work is a joint enterprise involving the instructor and the students. Both the instructor and the student have a fundamental investment in the learning enterprise, and both must share responsibility for ensuring its integrity. Therefore, in relation to the Honor Code, specific responsibilities for the instructor parallel the student’s responsibilities.

Note that the Honor Code promotes trust. It should be seen, therefore, as a positive, liberating force, allowing time and energy to be spent for more productive activities, rather than being seen just as a threat. Moreover, the UNC-CH Honor Code is essentially a local adaptation of the business ethics and standards that everyone works under in their ongoing personal and professional life.

For HPM 728, a broad search for information for the case presentations and other learning is both necessary and encouraged. *When in doubt about acknowledging sources (websites, articles, personal communication, etc.) go ahead and document your sources!* This will not only keep everything transparent, it will also encourage the additional, critical value-added component on your part to each source of information you have identified. Violations of the Honor Code, including plagiarism on any assignments, will be referred to the UNC Honor Court.