HPM 330
Introduction to Health Organization Leadership, Management, and Behavior

(Credit Hours: 3)

Department of Health Policy and Management
UNC Gillings School of Global Public Health

Fall 2017 Syllabus
Class Location: See course schedule for locations
Meeting Times: Mondays, 9:05 – 12:05

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919.962.2974 Office
Office Hours: By appointment is a good idea, but feel free to stop by

If I ever do not return an email, or forget to reply, it's an oversight. Please feel free to email me again ("Hey you!" gets great results, or perhaps better, "I wanted to circle back and see if you had had a chance to …" is a very handy phrase I learned from a 2016 grad!) or to stop by. I intend to complete every email conversation. It may sometimes take us 24-48 hours though.

This course is an introduction to organizational leadership, management, and behavior. It uses an extensive and reflective team-based service learning project in a hospital, community health center, state agency, or non-profit organization as a laboratory to learn about consulting, management, leadership, organizations, and public health issues. The course also develops skills in leading teams, organizations, community partnerships, and societal and global health initiatives. Collaborative leadership, systems perspectives, leading change, adopting and adapting and sustaining evidence-based practices, quality improvement, conflict management, project management, human resources, and other topics are addressed through current readings, case studies, guest practitioners, and service learning projects.

Learning Objectives and HPM Competencies

	Course Learning Objective	Competencies
1	Work effectively in a team of fellow students, and achieving higher performance through the team than any individual could achieve alone.	Professionalism, Communication and Teamwork Skills, Research, Analysis and Problem-Solving Skills, Health Industry Knowledge
2	Identify key characteristics of an organization's structure and culture; identify principles of organizational design to achieve positive health outcomes and lowered costs	Leadership, Organizational Understanding
3	Apply a systems perspective to given organizational contexts to identify important factors, both internal and external, that affect organizational performance, quality, and safety	Health Industry Knowledge Organizational Understanding
4	Understand and apply methods for successful organizational change	Communication and Teamwork Skills Organizational Understanding
5	Describe methods for assessing organizational performance on quality, safety, and other key domains.	Research, Analysis, and Problem-Solving Skills Health Industry Knowledge
6	Describe key aspects of human resource management in a health care organization, including interviewing, hiring, and linking HR strategy to organizational strategy	Human Resource Management, Organizational Understanding
7	Describe key aspects of the design and leadership of community and global partnerships for public health and health care organizations	Leadership, Communication and Teamwork Skills
8	Deliver a high-quality product to a client organization, which addresses the issue or area for improvement identified by the organization.	Professionalism Communication and Teamwork Skills

Resources

Website

HPM 330 has its own Sakai site. (See http://sakai.unc.edu.)

Be sure to check that the email address Sakai has for you is correct. Click on the "My Workspace" tab in Sakai and then click on "Profile" on the left side bar. If you need to change your email address, scroll over the "Contact Information" and click "Edit."

Required Text

We have two short required books.

   1. Feltman, C. (2009). <u>The Thin Book of Trust.</u> Thin Book Publishing. Bend, Oregon.
         Available on line: - here is the [Amazon link](#). Available in hard copy or Kindle.

   2. Shapiro, M. (2014). <u>HBR Guide to Leading Teams</u>. Harvard Business Review Press. Boston.

      You can order this book in either of two ways:

         o   For $10 you can order a [pdf here](#). You will need to register as a student to access a Coursepack with this book in it.
         o   For $20 you can order a hard copy [here](#)

I encourage you to get these books now **because we will ask you to read the first several chapters for the first day of class.** I would rather not ask you to read ahead; however, we don't start until the second week of class; and we will miss class for Labor Day. I feel the need to get us started right away to do a credible job of preparing you well.

Additional articles & chapters will be selected for each unit and described on the course schedule.

Faculty

Karl Umble

Karl Umble received an M.P.H. in Health Behavior and Education from the University of Alabama-Birmingham School of Public Health, and a Ph.D. in Adult Education from the University of Georgia. Umble worked as a Health Educator with the Virginia Department of Health, where he trained field staff, designed programs, conducted evaluations, and wrote proposals. While obtaining his Ph.D., he consulted in training evaluation with the Centers for Disease Control and Prevention. In 1998, he joined the University of North Carolina at Chapel Hill Gillings School of Global Public Health, where he planned and evaluated continuing education and distance learning programs. Since 2000 with the North Carolina Institute for Public Health in the UNC-SPH, Umble has played major roles in the Management Academy for Public Health, the National and Southeastern Public Health Leadership Institutes, the Caribbean Health Leadership Institute, and many other programs. Umble has conducted evaluations of the CDC's Sustainable Management Development Program activities in the Philippines and Vietnam, and of continuing education programs offered by the Atlanta-based Public Health Informatics Institute. Umble is now an Assistant Clinical Professor in the Gillings School's Department of Health Policy and Management, where he teaches Program Evaluation for MPH and doctoral students and Leadership and Management and Senior Honors Thesis for BSPH students. His main interest areas are continuing professional education, program design and evaluation, and management and leadership development in public health. Umble's publications have appeared in the *American Journal of Public Health, Public Health Reports, Evaluation & the Health Professions, Adult Education Quarterly, Journal of Public Health Management and Practice, Journal of Continuing Education in the Health Professions, Maternal and Child Health Journal*, *Advances in Developing Human Resources, American Journal of Preventive Medicine,* and other journals. Umble is a member of the American Evaluation Association.

Teaching Assistant

Burcu Bozkurt is a first-year PhD student in the HPM Department. Burcu completed her BSPH in HPM in 2012 with Highest Honors and was a double major in global studies. Burcu completed her Honors Thesis on research she completed on a Burch Fellowship about reproductive health in Vietnam. Burcu and has great experience working as an analyst and consultant with Research Triangle Institute, Ipas, and Advisory Board. Burcu has been very engaged in reproductive health and was a founder of the International Youth Alliance for Family Planning. Burcu was named a 2016 winner of *120 Under 40:The New Generation of Family Planning Leaders*, a program initiated by the Bill & Melinda Gates Institute for Population and Reproductive Health. It highlights young champions of family planning and awards them $1,000 each to continue their work. See Burcu's nomination profile.
See also https://www.linkedin.com/in/burcubozkurt/

Teaching Methods

Service-Learning

Service-learning facilitates the learning of course content by establishing a link to real-world experiences. Service-learning has some similarities with volunteerism, internships, community service, and field education; however, it has some important distinctions as well. Notably, service-learning aims for balanced benefit for both the recipient and provider of the service and, similarly, a balanced focus on the service and the learning aspects of the experience (Campus Compact, 2003).

Students will be expected to perform at least 30 hours of service during the semester. The service experience will enhance learning by linking with course content through class discussions, in-class exercises, and reflection papers.

A separate handout on Sakai under the Service Learning tab describes the service learning part of the course in detail.

This course will draw upon both the team-based learning and service-learning approaches. Several activities will be used in class, including small-group discussion, class discussion, case analyses, and team-based problem-solving activities related to scenarios and the service-learning projects.

Requirements and Expectations

Use of Smart Phones and Open Laptops in Class for anything other than classwork is Strictly Forbidden

From the moment we begin class – *smart phones and laptop computers must be stored in your book bag and not on your desk or lap or table*. **The only time that laptops or smart phones may be out is if you are working in your teams and need them for your teamwork, such as checking schedules or developing your Gantt chart together or reviewing reflection assignments saved on your laptop, or during class breaks.** This is a very important part of professionalism, class participation, and showing respect for speakers. Also, we are learning about leadership, and a key practice of leadership is listening, and we become what we repeatedly practice. (Habits form by repeated doing; habits create and reflect character; character is destiny). It is also very distracting to me, and impolite to a guest speaker, to see students looking at open laptops or smart phones. **This really matters to me. Please do this on your own before we begin class so that I do not need to ask. Thanks in advance.**

In prior years, I asked students to bring to class hard copies of every reflection assignment that we will discuss in class, to avoid using laptops. Recently we have tried allowing you to submit these assignments to the Sakai Assignments page, and to open your laptops to discuss reflection assignments with your peers in your teams at the appropriate time in class. If we find that this is too distracting – that students are working on other things or answering emails about other things when in their teams – we will revert to the old policy of requiring hard copies and

keeping computers closed. Thanks for your attention to being focused in class on the matters at hand. On some days, we may ask you to bring a hard copy to class in addition to submitting in on the Assignments tab, so that you can refer to your written assignment during the discussion with the guest speaker or class leader without consulting your computer. We will make this clear.

Please complete essential calls or texts before class or on our breaks, which will occur at least once during class each week. If you must receive a crucial call e.g. about scheduling a job interview, or must register for classes during class, of course that is OK and feel free to step out to do that.

Assignments Outside of the Service Learning Project

The course is divided into modules around key topics and skills. Each module will have certain assignments including readings, reflection assignments, graded case analyses, or other discrete assignments. These assignments will be presented in detail on separate assignment sheets that will be in the Sakai site arranged by course module.

Each of these assignments will clearly define what we are looking for and how the assignments will be assessed or graded. For example, our reflection assignments related to the readings and your experiences will generally be worth 35 - 45 points each, and we spell out clearly in each one how we will grade them and what we are looking for.

Learning to Love the Swamp: Why do we do "Reflection Assignments?"

Many course modules ask students to reflect on a reading or concept in relation to their experience. We also ask you to reflect on the team project and how it relates to key concepts in the course. These assignments are critical for several reasons:

(a) Learning to love the swamp. Reflection assignments foster the important skill of critical reflection in order to determine a wise course of action amidst complex and ambiguous circumstances, which is what most professional work consists of. Most of the time problems are not simple and technical and on the *high ground of scientific certainty* - one right answer or silver bullet – in which we can simply download a solution from a book or website. Rather, as you discovered in your internships, work problems are complicated, unclear, historically and socially situated, involve multiple players and with varying interests and influence, and are therefore in the *swamp of ambiguity*. It takes some stopping and reflecting to choose a wise course of action, and then again, to learn from what happens next. (Those terms were first used by the late Donald Schon of MIT, who wrote some highly influential materials on education for the professions.)

(b) They cultivate the important skill of thinking by writing; we *think by writing (and revising to clarify our thoughts once they are out on the page)*.

(c) We need to *stir in* the new ingredients (course concepts, skills) if they are to change the "flavor" of our previous thinking or actions. (From cognitive psychology, we learn that everyone already has a "grid" ("schema") or set of concepts and default practices about topics like leadership or teamwork. We are not blank slates. Reflection about course concepts in relation to our current schema and default practices can challenge and

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change them; otherwise new content can be superficially "learned" or memorized but just sit on top of our previously held schema and default practices and be quickly forgotten. As Donald Schon put it, we want our "espoused theories" (what we say our values and desired approaches are) to merge with our "theories-in-use" (our default, unconscious practices, what we actually do in the swamp of daily life). Or we might say, we want to learn to walk our talk. These are often in tension and this is known as the knowing-doing gap.)

Related to the Service Learning Project

We will use several methods to assess your learning and work on the team projects. All of these are explained in the separate Service Learning Project description, along with how they will be assessed or graded. Here we briefly list what they are:

- Project Plan and Team Norms document; Background document
- Individual or Team Reflection papers at various points in the semester
- Mid-term and final assessments of your team contributions and preparation
- Final Presentations in Class
- Team Deliverables
- Preceptor Ratings of team and deliverables

Class Attendance

This is not a traditional lecture class. Rather it is run like a workshop. Your engagement will help you and your classmates learn. We also have expert guest speakers and case studies that I do not want you to miss. We try to use class time well and hope that you will come to every class meeting unless you have a serious reason to miss.

Anyone who does not miss a single class for the fall semester will receive *25 bonus points* at the end of the semester.

Please be *on time* to class. Often, we will start right off by introducing a guest speaker or with another important activity. Also professionalism means being on time, as we know. Now and then most of us mess up on this and it's not a big deal. But when it becomes a pattern, lateness become impolite and communicates that our time is more important than someone else's.

You may miss class twice for any reason at all during the semester, with no penalty. Missing a class is defined as "missing greater than 45 minutes of a class period" *for any reason at all*. I would appreciate it if you would tell me when you will miss but that is not required. No bonus assignments are required for the first two misses – it is fine.

Then, after the two allowed misses, you may miss one additional class for any reason at all but it will require a make-up bonus assignment worth at least 30 points. I have posted optional bonus assignments on Sakai and there are others in this syllabus. You can choose any one or more of those, or suggest your own make-up bonus assignment. What I do for these is add 30 points to the denominator of points possible in the course for you, and then grant you the number of

points that your bonus assignment earned, up to 30.

After three total misses, 30 points will be deducted from your class point total for any additional misses for any reason, and they cannot be made up. What I do for these is add 30 points to the denominator of points possible for the semester, but give you a zero for those 30 points.

In summary – two misses are permitted for any reason, with no bonus assignments required. Then one additional miss is OK but you will need to do a 30 point bonus assignment to make up for the miss. After three misses, you will receive zero points for a 30 point addition to the points possible for the course, for each miss.

(If you become ill or have other circumstances that make it very difficult, please talk with me and we may work with you to come up with an alternative. But three misses out of 15 or 16 classes is where we start.)

If a student is chronically late or displays other consistent violations of classroom norms and rules or desirable behavior, such as about use of smart phones, I will warn them once. If it persists I reserve the right to lower their course grade by a letter grade. Attentiveness and respect are central to leadership and this is a course about the practice of leadership.

Late Assignments

For most weeks, an individual and/or team reflection assignment will be due by the start of class, or occasionally at another time that is clearly specified (as during the week that we miss class for Labor Day). These will normally be submitted through the Assignment tab on Sakai. The purpose of the assignment is to help you prepare for a lively discussion of the key content for the day, and so it must be done by class time.

Any assignment that is turned in to the Sakai site late will be penalized 25%.

If any given late assignment (or class-time quiz) is not turned in within 10 calendar days of its original due date, the score on that assignment will revert to a zero and cannot be made up. It will be up to you to keep track of these.

If you are absent from a given class period, please see Dr. Umble or a friend to get copies of the handouts from that date or ask a friend to pick them up for you in class (best option). If you miss a class-time quiz, please ask Dr. Umble for a time to take the quiz late. After 10 days, it will be too late to take the quiz and it will revert to a zero.

Bonus Assignments

We recommend that you do some bonus assignments to give yourself a cushion and ensure you can achieve the grade you desire in the course. Our goal is for you to succeed in this course and to learn as much as possible.

You may earn a total of 60 points maximum from Bonus Assignments throughout the semester

to make up for missing academic points, or to make up for a third class miss. These bonus assignments can come from different sources:

You may choose to complete bonus assignments that will be noted in your written assignments throughout the semester. We might say things such as "For 10 additional bonus points, read this extra article and comment on it in your answer."

You may choose to complete bonus assignments posted on Sakai under Resources, or below on this syllabus, or propose one yourself.

Regardless all bonus points are due by December 4.

Here some options for bonus points if you don't want to do one of the bonus assignment listed on Sakai/Resources/Optional Bonus.

1. Read and write a critique of a key "recent" (within the last 10 years or so) article or white paper, book chapter, or report related to <u>health management or leadership</u>. You can pick one of your own interest, but here are some suggestions that you could draw on:
    a. <u>To Err is Human</u> – seminal work on patient safety
    b. <u>Crossing the Quality Chasm</u> – seminal work on quality improvement
    c. Any major (e.g. 40 pages long or more) WHO or CDC report on improving global health or public health
    d. <u>The Checklist Manifesto</u> or any other book by Atul Gawande
    e. Any major report by the Institute for Healthcare Improvement or the Agency for Healthcare Research and Quality or other major organization or agency
    f. Any major book on the history of medicine or public health such as:
        i. <u>Betrayal of Trust: The Collapse of Global Public Health</u> – Garrett (well-regarded history; 2001)
        ii. <u>The Making of a Tropical Disease: A Short History of Malaria</u> by Randall Packard
        iii. <u>The Emperor of All Maladies: A Biography of Cancer</u> – Mukherjee - highly rated book on cancer control
    g. <u>Greater than the Sum: Systems Thinking in Tobacco Control</u> (NCI) – excellent treatment of systems thinking; advanced.
    h. <u>Public Health: What It Is and How it Works</u> – good overview of the public health system in the United States, relevant globally
    i. <u>Public Health Leadership</u> (3rd[nd] ed.) – Rowitz – good overview of many ideas and topics in public health leadership; you could read selected chapters since the book is long
    j. <u>How We Do Harm</u> – Otis Brawley
    k. Any major book or report on health disparities and societal or organizational responses to them

2. Read and write a critique of a key "recent" (within the last 10 years or so) book or report related to <u>management or leadership</u> in general. You can pick a book of your own interest, but here are some suggestions:

     a. <u>The Five Dysfunctions of a Team</u> – highly regarded book on teams
     b. <u>The Tipping Point</u> – Gladwell - innovation diffusion through networks
     c. <u>Collaborative Leadership</u> – Carl Larson
     d. <u>On Leadership</u> by John Gardner – widely read
     e. <u>Improving Performance</u> by Rummler and Brache – seminal and wise book on understanding and improving individual, team, org performance; relevant to any organization seeking to improve practice in any setting
     f. <u>The Heart of Change</u> – John Kotter – excellent book on change management that expands on the article we read in class to emphasize emotions associated with change
     g. <u>Diffusion of Innovations</u> – Rogers – famous and very important book on diffusing innovations such as vaccines or programs
     h. <u>Getting to Yes</u> – a well-known book about negotiation
     i. <u>Good to Great</u> – Jim Collins - classic leadership book
     j. <u>Good to Great for the Social Sectors</u> – Jim Collins
     k. <u>Crucial Conversations</u>
     l. <u>The Conflict Competent Leader</u>
     m. <u>Switch</u> – Heath and Heath
     n. Other that you propose

3. Interview 1 leader who works in any organization(s) –Ask them about how they understand leadership and how to enact it in their setting. Write a 3-page analysis of how they understand leadership and related it to the readings we have done in this course, and/or other readings you have done about leadership.

4. Pick an organization – it can be your Service Learning Organization, or another organization. Spend an additional 10 hours there observing what they are doing, participating as appropriate, and talking with them about what they do and how they lead and manage their work. Write an analysis of what you learned, and relate it to what we have read in this course or other readings you have done in the past.

5. Attend a lot of the sessions for a health conference e.g. at the SPH or at the Friday Center or at Duke or elsewhere; write up a summary of what you learned in 3-5 pages.

6. You can propose to me any other project you want to do.

Grading Methods

We will sum up all of the points that you earn on all of the assignments that will be graded as individual or team assignments throughout the semester (see the Team Guidelines for how we will use a multiplier of your team peer ratings to determine your teamwork scores). We will then divide your total points by the total possible points to arrive at your grade for the course.

Grading Scale

Your final grade will be computed as the weighted average of your scores on the course requirements. The following scale will be used to convert numeric scores into letter grades:

100 – 95	A
94 – 90	A-
89 – 88	B+
87 – 84	B
83 – 80	B-
79 – 78	C+
77 – 74	C
73 – 70	C-
69 – 68	D+
67 – 64	D
63 – 60	D-
59 – 0	F

NOTE: Numerical grade ranges above are without rounding (e.g., 94 = 94.00). For example, 89.76 does not equate to an A-.

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 as they have during the long life of this institution. 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 most 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 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 (966-4084) or the Office of the Dean of Students (966-4042).

Read "The Instrument of Student Judicial Governance" (http://instrument.unc.edu).

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.

Course Evaluation

HPM participates in the UNC-CH's online course evaluation system, enabled at the end of each semester by Digital Measures. 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 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.