



THE UNIVERSITY  
of NORTH CAROLINA  
at CHAPEL HILL

## HPM 720

# Human Resources Management in Healthcare Organizations

*Department of Health Policy and Management*

Gillings School of Global Public Health

Fall 2018 Syllabus

228 Rosenau

Monday & Wednesday, 12:20 – 1:35

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## Course Overview

HPM 720 introduces a strategic approach to human resources management in health care organizations. The course addresses both cognitive and affective aspects of human resources management. The overarching goal of the course is to develop an understanding of the concept of strategic human resources management, and the need for alignment between HR practices and an organization's strategies and mission. The course addresses the key human resource functions, including: job analysis, recruiting and selection, performance management, compensation and benefits, and employee retention. The course includes a review of the legal and regulatory environment of human resources management, as well as discussion of healthcare labor markets.

The class utilizes numerous learning methodologies including team-based learning, case analysis, problem-based learning, simulations, lectures, and discussion. On the affective side, the course is designed to help students further develop the skills required to be an effective manager, including: written and verbal communication, interviewing, and performance feedback.

## Learning Objectives and HPM Competencies

	<i>Course Learning Objective</i>	<i>HPM Competencies</i>
1	Understand the need for alignment between human resources practices and an organization's strategy and mission.	Human Resource Management Analytical Thinking Strategic Orientation
2	Identify and describe fundamental human resources management functions in health care organizations, including job analysis, recruitment, selection, performance management, training and development, and compensation	Human Resource Management
4	Gain an understanding of the legal environment affecting human resources management, including equal employment opportunity law, employment law, and labor law.	Human Resource Management
5	Acquire a deepened awareness of situations where issues of diversity and inclusion surface or are implied.	Human Resources Management
6	Develop one's own skills in managing the workforce, including written and verbal communication, interviewing, and performance feedback and management.	Human Resource Management Communication Skills Professionalism Self-Confidence

## Resources

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### *Website*

Be sure to check that you have access to the site and that your email address is correctly listed. There will likely be minor modifications to the course schedule. Periodically check to see if you have the latest version of the schedule.

### *Text and other Reading Materials*

1. Fried BJ, and Fottler MD. *Human Resources in Healthcare: Managing for Success, 4<sup>th</sup> edition*. Chicago: Health Administration Press, 2015.
2. Seven copyrighted cases used in the course and may be purchased from the Harvard Business School (HBS) Website. A "course" has been set up at this website, with the required cases listed under the course. There is no need to purchase "optional" material. To access the course at HBS, go to: <https://hbsp.harvard.edu/import/562234>  
You must first "register" as a student to access the materials. Instructions are on HBS website.
3. Other readings may be found under "Course Documents" in Sakai or online.

# Requirements and Expectations

## **HR in Eight (5%)**

Human resources issues are in the news virtually every day. To bring at least some of this current content into the class, students will be grouped into pairs (note one group with three members). On an assigned day, each pair will conduct a presentation of no more than eight minutes on news that has been reported on in the past 30-60 days. Each pair will present a summary of the news and why it is significant. PowerPoint or other presentation format may be used, and a citation for the article(s) or other source materials should be uploaded to Sakai.

## **Team Case Analyses (seven) (28%)**

We will use seven Harvard Business School cases throughout the semester using a standard format for discussion. Teams will spend the first forty minutes of class discussing the case questions, and will prepare a brief PPT presentation summarizing the case and the team response. These should be submitted to Sakai. Two teams will then be selected to present their results to the class and moderate discussion. Team presentations should not exceed eight minutes.

## **Human Resource Project (25%) and Presentation (5%)**

The class will be divided into teams and assigned a human resources management project in conjunction with a senior healthcare human resources executive in North Carolina. The goal of these projects is to provide you with direct exposure to the major human resources issues facing healthcare organizations. We have developed projects based on the needs of the organization, the potential for meaningful student learning, and the feasibility of completing the project over the period of the fall semester. Early in the semester, teams will develop a consulting contract with the organization, which includes a statement of purpose; deliverables; resources and information needs, including access to key individuals in the organization, a timeline for project completion, and intermediate milestones.

## **Problem-Based Learning (PBL) (10%)**

For two topics during the course, we will use a structured *Problem-Based Learning* (PBL) approach to examine the chronic issue of shortages in the nursing workforce. The PBL methodology is a well-established method developed initially in several medical schools, and currently applied in a variety of learning environments. Its first well-documented use was at McMaster University Medical School in Hamilton, Ontario. It is now used globally with a rich literature guiding its application.

## **Class Engagement (7%)**

Class participation is highly valued in this class, and includes constructive participation in class discussions, participation in group case discussions, and preparation and participation in simulations. Engagement is operationalized by participation in class activities, including simulations, case discussions, and team exercises; active participation in class discussions; and team assessment of your participation.

## **Mid term (10%) and Final Exam (10%)**

Exams will be short answer only. The date and time of the final exam is scheduled by the University.

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# Evaluation

## *Grade Components*

Due Date	Assignment	Points
August 29, 2018	Team response: "Infosys: Strategic Human Resources Management"	4
October 9, 2018	Problem-based learning (PBL) Team memo: Nursing shortage team memo	10
October 3, 2018	Team response: "A Day in the Life of Alex Sander: Driving in the Fast Lane at Landon Care Products"	4
October 22, 2018	Team response: "Recruitment of a star"	4
October 15, 2018	Mid-term exam	10
October 24, 2018	Team response: "Performance Management at Vitality Health Enterprises, Inc."	4
October 31, 2018	Team response: "MediSys Corp.: The IntensCare Product Development Team"	4
November 7, 2018	Team response: "Performance Pay for MGOA Physicians"	4
November 14, 2018	Team response: Thomas Greene: Power, Politics, and a Career in Crisis"	4
December 3 & 5, 2018	Team Project Presentation	5
December 13, 2018	Team Project	25
Throughout semester	HR in Eight	5
Throughout semester	Class engagement	7
Date TBA	Final exam	10

## *Grading Scale*

- 90 or above (H)
- 80 to 89 (P)
- 70-79 (L)
- < 70 (F)

## **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.

## ***Disability Accommodation***

UNC-CH supports all reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or a pregnancy complication resulting in difficulties with accessing learning opportunities.

All accommodations are coordinated through the UNC Office of Accessibility Resources & Services (ARS), <http://accessibility.unc.edu>; phone 919-962-8300 or email [accessibility@unc.edu](mailto:accessibility@unc.edu). Students must document/register their need for accommodations with ARS before any accommodations can be implemented.

## ***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>).

## ***Course Evaluation:***

HPM participates in the UNC-CH's online course evaluation system at the end of the 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 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.

## HPM 720 Fall 2018 Detailed Schedule

Date	Topics	Reading Material and Activities
August 22 Wednesday	Course Introduction and Overview Human resources challenges in healthcare organizations	
August 27 Monday  <i>HR in Eight</i> Justin Dunham Nathan Evans Ruben Joseph	Strategic Human Resources Management	<ol style="list-style-type: none"> <li>1. Fried &amp; Fottler, Chapter 1 – Fottler MD, “Strategic Human Resources Management.”</li> <li>2. Cappelli P. “Why we love to hate HR. . . and what HR can do about it.” <i>Harvard Business Review</i>, July-August 2015, pp. 54-61. <a href="https://hbr.org/2015/07/why-we-love-to-hate-hr-and-what-hr-can-do-about-it">https://hbr.org/2015/07/why-we-love-to-hate-hr-and-what-hr-can-do-about-it</a></li> <li>3. Rosin T. “Hospitals face unprecedented turnover, attrition rates: 4 survey findings.” <i>Becker’s Hospital Review</i>. May 11, 2017. <a href="http://www.beckershospitalreview.com/human-capital-and-risk/hospitals-face-unprecedented-turnover-attrition-rates-4-survey-findings.html">http://www.beckershospitalreview.com/human-capital-and-risk/hospitals-face-unprecedented-turnover-attrition-rates-4-survey-findings.html</a></li> </ol>
August 29 Wednesday	Case: Strategic Human Resources Management	1. Case: “Infosys (A) : Strategic Human Resources Management” (HBS Coursepack)
September 3 Monday	No Class – Labor Day	
September 5 Wednesday  <i>HR in Eight</i> Ashley Lee Xingxuan Zhao	Managing in Diverse Work Settings	<ol style="list-style-type: none"> <li>1. Fried &amp; Fottler, Chapter 5 - Evans, RM. “Workforce Diversity.”</li> <li>2. Jayanthi A. 2016. “The New Look of Diversity in Healthcare: Where We Are and Where We’re Headed.” <i>Becker’s Hospital Review</i>, March 8. <a href="http://www.beckershospitalreview.com/hospital-management-administration/the-new-look-of-diversity-in-healthcare-where-we-are-and-where-we-re-headed.html">www.beckershospitalreview.com/hospital-management-administration/the-new-look-of-diversity-in-healthcare-where-we-are-and-where-we-re-headed.html</a></li> </ol>
September 10 Monday  <i>HR in Eight</i> Nicole Gonzalez-Hermosillo Holtz Kate Medynskaya	Diversity and Psychological Safety	<ol style="list-style-type: none"> <li>1. Edmondson A &amp; Roloff K. “Leveraging diversity through psychological safety.” <i>Rotman Magazine</i>, Fall 2009.</li> <li>2. Kantor J &amp; Streitfeld D. “Inside Amazon: Wrestling big ideas in a bruising workplace.” <i>The New York Times</i>, August 15, 2-15. <a href="http://www.nytimes.com/2015/08/16/technology/inside-amazon-wrestling-big-ideas-in-a-bruising-workplace.html">http://www.nytimes.com/2015/08/16/technology/inside-amazon-wrestling-big-ideas-in-a-bruising-workplace.html</a></li> <li>3. “Differences at Work: Emily”</li> <li>4. “Differences at Work: Will”</li> <li>5. “Differences at Work: Jenny”</li> <li>6. “Differences at Work: Jason”</li> </ol>
September 12 Wednesday	Class cancelled due to Hurricane Florence	

September 17 Monday	Class cancelled due to Hurricane Florence	
September 19 Wednesday  <i>HR in Eight</i> Amber Gray Brandon Bishop	The Legal Foundations of Human Resources I Presenter: <b>Drake Maynard</b> , Former Director of Employee Relations & Local Government Services, NC Office of State Personnel	1. Fried & Fottler, Chapter 2 – Maynard D. “Employment Law, Employee Relations, and Healthcare.”
September 24 Monday  <i>HR in Eight</i> Gina Thompson Laura Farris	The Legal Foundations of Human Resources II Presenter: <b>Drake Maynard</b> , Former Director of Employee Relations & Local Government Services, NC Office of State Personnel	Legal cases to be distributed
September 26 Wednesday  <i>HR in Eight</i> Patrick Schaus Whitney Okie	The Nursing Shortage Problem-Based Learning Part A	1. Fried & Fottler, Case 4 – “Is the Nurse Shortage Over for Good?”  Selected Resource Materials <ul style="list-style-type: none"> <li>• Fried &amp; Fottler, Chapter 14 – Jones CB, Pink GH, &amp; Munn LT. “The Nurse Workforce in Healthcare Organizations,” pages 466-476</li> <li>• IOM (Institute of Medicine). 2011. <i>The Future of Nursing: Leading Change, Advancing Health</i>. Washington, DC: The National Academies Press.</li> <li>• Health Resources and Services Administration. “Future of the nursing workforce: National- and state-level projections, 2012-2025.” <a href="http://bhpr.hrsa.gov/healthworkforce/supplydemand/nursing/workforceprojections/index.html">http://bhpr.hrsa.gov/healthworkforce/supplydemand/nursing/workforceprojections/index.html</a></li> <li>• Hartley D. “How to navigate today’s nursing shortage: A Q&amp;A with Scott Sell of Mercy.” <i>CareerBuilder</i>, May 27, 2016. <a href="http://resources.careerbuilder.com/h/i/264267018-how-to-navigate-today-s-nursing-shortage-a-q-a-with-scott-sell-of-mercy">http://resources.careerbuilder.com/h/i/264267018-how-to-navigate-today-s-nursing-shortage-a-q-a-with-scott-sell-of-mercy</a></li> <li>• Martin D. “Nursing faculty shortage? Why is the pipeline dry?” <i>Nursetogether</i> <a href="http://www.nursetogether.com/nursing-faculty-shortage-why-pipeline-dry">http://www.nursetogether.com/nursing-faculty-shortage-why-pipeline-dry</a></li> </ul>
October 1 Monday  <i>HR in Eight</i> Zahabiya Petiwala Nisha Bhatia	Job Analysis and Employee Engagement	1. Fried & Fottler, Chapter 6 – Fottler MD - “Job Analysis and Job Design.” 2. Society for Human Resource Management 2017. “Employee Job Satisfaction and Engagement: The Doors of Opportunity are Open.” Executive Summary. American College of Healthcare Executives. “Top issues confronting hospitals in 2016.” <a href="https://www.ache.org/pubs/research/ceoissues.cfm">https://www.ache.org/pubs/research/ceoissues.cfm</a>

October 3 Wednesday	Dealing with the Challenging Employee I Nursing Shortage Problem-Based Learning (team preparation)	1. Case: "A Day in the Life of Alex Sander: Driving in the Fast Lane at Landon Care Products" (HBS Coursepack)
October 8 Monday  <i>HR in Eight</i> Jenna Dart Ryan Geoppinger	Recruitment and Selection I	1. Fried & Fottler, Chapter 7 – Fried BJ & Gates M. "Recruitment, Selection, and Retention."
October 10 Wednesday  <i>HR in Eight</i> Joseph Vermilya Ryan Navarro	Recruitment and Selection II Interviewing: The good, the mediocre, the illegal, the terrible, the irrelevant	1. The Employee Selection Interview 2. Gurchiek K. "In focus: Female employees are still asked about pregnancy plans." Society for Human Resource Management, August 3, 2017.
October 15 Monday	Mid-term examination	
October 17 Wednesday	No class	
October 22 Monday	Recruitment and Selection III	1. Case: "Recruitment of a Star" (HBS Coursepack)
October 24 Wednesday	Performance Management I	1. Performance Management Foundations 2. Case: "Performance Management at Vitality Health Enterprises, Inc." (HBS Coursepack),
October 29 Monday  <i>HR in Eight</i> Robert Carpenter Ajeenckya Chavan	Providing Feedback	1. Essentials of Providing Feedback 2. Exercise: "The TrakHealth Team"
October 31 Wednesday	Managing Without Authority	1. Case: "MediSys Corp.: The IntensCare product Development Team" 2. Team response due November 1
November 5 Monday	Performance Feedback Simulation	Review simulation materials; go directly to assigned simulation room.



November 7 Wednesday	Rewards and Compensation I	1. Case: "Performance Pay for MGOA Physicians" (HBS Coursepack)
November 12 Monday  <i>HR in Eight</i> Josh Gill Matthew Ditto Paige Ottmar	Rewards and Compensation II	2. Fried & Fottler, Chapter 9 – Fried BJ & Smith HL. "Compensation Practices, Planning, and Challenges"
November 14 Wednesday  <i>HR in Eight</i> Holly Deng Amber Parrish	Dealing with the Challenging Employee II	1. Case: "Thomas Greene: Power, Politics, and a Career in Crisis"
November 19 Monday	Managing with Organized Labor Project Work	2. Fried & Fottler, Chapter 12. Malvey D, and Raffenaud A. "Managing with Organized Labor."
November 21 Wednesday	No Class – Thanksgiving Break	3.
November 26 Monday  <i>HR in Eight</i> Trini Thach Kayla Hill	Organizational Development and Learning Quality Improvement and Human Resources	1. Fried & Fottler, Chapter 11. Kay DL, and Fottler MD. "Organizational Development and Learning," pages 351-388. Case 2, page 382. Fried & Fottler, Chapter 15 –Albritton J & Fried BJ. "Human Resources Management Practices for Quality and Patient Safety."
November 28 Wednesday  <i>HR in Eight</i> Anna Davis Sam Johns	Project preparation Other catch-up time	
December 3 Monday	Project Presentations	
December 5 Wednesday	Project Presentations	