



THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

HPM 968

Managing the Healthcare Workforce

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

May – August 2017

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Course Overview

Workforce issues play a central role in virtually all organizational problems and challenges. At times, workforce issues may be the primary cause of a problem, while in other cases, they may be one of several underlying causes. Similarly, it is difficult to identify a solution to an organizational problem that does *not* involve some aspect of workforce management. In this course, we will sample some of the most common workforce challenges and look at alternative ways of addressing them. An important goal of this course is to expand class participants' repertoire of approaches to workforce challenges.

We address workforce issues from strategic, legal, operational, and affective perspectives. On the strategic level, we explore linkages between the strategy and mission of the organization and human resources (HR) policies and procedures. The central question we will raise is whether HR strategies support, detract from, or have no impact on the achievement of the organization's goals. Referred to as HR-strategy alignment, we will examine the alignment of such HR processes as recruitment and selection, performance management, training, team management, leadership style, and reward systems.

All organizations operate within legal and ethical boundaries, and workforce management is perhaps the best example of a highly complex web of laws and regulations. We will review the major federal laws affecting workforce management including Title VII of the Civil Rights Act, the Americans with Disabilities Act as Amended, the Fair Labor Standards Act, the Family and Medical Leave Act, and the National Labor Relations Act (and subsequent labor legislation). Attention will be focused on addressing the conflicts and dilemmas managers may face in legal compliance, and related to this, ambiguities in laws and court decisions. We will also engage in selected international comparisons of employment law.

When many think about HR management, the operational perspective is typically the most familiar and visible. By operational, we refer to such procedures as employee recruitment and selection, job interviews, discipline and termination, performance management (which is an extension of the dated concept of performance appraisal), managing teams, and employee engagement. We will explore the major trends in these and other processes, utilizing presentations, cases, and discussion. The perspective in this course is that HR management is the job of everyone in the organization, whether or not one has direct formal supervisory responsibilities. That is, as a team member, we manage relationships with other team members, and as an employee, we manage our relationship with our boss. These are all HR management activities.

Managers manage many things, including machinery and technology, finances, the flow of information, service and product quality, procurement of supplies, and logistics. Arguably, all of these management activities are largely cognitive functions that rely on standardized procedures, at least a modicum of predictability, and specific sets of skills and knowledge. Managing people is different. Standardization and predictability are unstable, and from our perspective in this course, there is an absolute requirement for a high level of personal insight, reflection, and emotional intelligence. We envelop this under the general rubric of affective competencies. These include skills in interviewing and being interviewed, providing feedback to a difficult-to-manage employee, managing a team where one has responsibility but little or no formal authority, and adapting one’s leadership style to situational demands. While the time allocated to this course will not allow us to use individually-based professional development procedures and technology (e.g., videos of simulated interviews), we will offer guidelines for specific management functions, as well as examples of both good and questionable management practices.

Course Learning Objectives

This course has been developed based on the CEPH¹ Competency Model. Course objectives below and associated DrPH competencies are listed below.

<i>Building on the four perspectives of workforce management, I expect that by the end of this course, participants will:</i>		
	Course Objectives	CEPH Competencies
1	Understand the definition and importance of alignment between human resources practices and an organization’s strategy and mission.	<ul style="list-style-type: none"> ▪ Create a strategic plan
2	Identify and describe strategic and operational aspects of key human resources management functions in health care organizations, including job analysis, recruitment, selection, performance management, and employee engagement.	<ul style="list-style-type: none"> ▪ Propose human, fiscal, and other resources to achieve a strategic goal ▪ Create organizational change strategies
3	Gain an understanding of the legal and ethical environment affecting human resources management, including equal employment opportunity law, employment law, and labor law.	<ul style="list-style-type: none"> ▪ Propose strategies to promote inclusion and equity within public health programs, policies, and systems ▪ Integrate scientific information, legal and regulatory approaches, ethical frameworks, and varied stakeholder interests in policy development and analysis

4	Acquire a deepened awareness of situations where issues of diversity and inclusion surface or are implied, and the role of psychological safety in heightening the benefits of a diverse workforce.	<ul style="list-style-type: none"> ▪ Assess one's own strengths and weaknesses in leadership capacities including cultural proficiency
5	Develop one's own skills in managing the workforce, including interviewing and performance provide feedback to employees, and managing multidisciplinary teams.	<ul style="list-style-type: none"> ▪ Facilitate shared decision making through negotiation and consensus building methods

¹ Council on Education for Public Health

Approaches

The class utilizes numerous learning methodologies including team-based learning, case analyses, simulations, lectures, personal reflection, and discussions. All classes will utilize at least one case. Each case has its unique learning objectives focused on the theme for that day's class. However, cases also tend to take on a life of their own, and often find their way into related areas of particular interest. Within limits, we will of course allow (and in fact encourage) this type of meandering.

As a class of experienced professionals, it would be unfortunate to overlook the wealth of collective experiences in the group. In light of this, we will also use another type of case in this class, specifically, class participants' own workplace experiences, insights, lessons, and regrets. I therefore encourage you to consider the possibility that your own experiences can serve as learning opportunities for others. I also encourage you to bring additional reading material and other resources to the attention of the class.

Responsibilities and Materials

Most of the reading material for the course will be posted on the course's Sakai site. Because of copyright requirements by Harvard Business School Press (HBSP), there are several cases that must be purchased from HBSP. The cases may be purchased as an HBSP course pack.

To purchase these materials, please go to: <http://cb.hbsp.harvard.edu/cbmp/access/64612012>
 At first, you will be asked to register, and then you should be led to the course pack. The course pack is sold as a unit, but please do not purchase the audio versions of the cases (unless you'd like to). HBSP places them in the course pack as optional, and indeed, they are optional.

Each class includes a requirement to read the assigned readings, and a brief assignment. The assignment should be submitted at least **three hours** prior to class. Submissions are best done through Sakai/Assignments. I will also return them with comments through this same portal.

The course has one final deliverable. Each class participant is required to write a **case** based on some aspect of workforce management. The case should include a teaching note, which should include learning objectives, how the case may be used in a classroom, and supportive reading material. Further details will be provided and examples posted on Sakai.

As I mentioned during the on-campus session earlier, there is a book by Jeffrey Pfeffer that has been getting a lot press that is relevant to this course, and hopefully to your own career. I would

May 25, 2017

like to have an online discussion of the book, using the Sakai “Forum” function, according to the following schedule:

May 25 – June 8:	Introduction; Chapters 1 and 2
June 9 – June 23:	Chapters 3 and 4
June 24 – July 7:	Chapters 5 and 6
July 8 - July 28:	Chapters 7 and 8
Rest of course:	Additional discussion on any aspect of the book

The book reference:

Pfeffer, J. *Leadership BS: Fixing Workplaces and Careers One Truth at a Time*. New York: HarperCollins, 2015.

Detailed Schedule: May-August 2017

Date	Topics	Objectives & Assignment	Reading Material
May 18 On-site	<ol style="list-style-type: none"> 1. Course Introduction & Overview 2. Levels of human resources management 3. Strategic alignment 	<ol style="list-style-type: none"> 1. To introduce and discuss the multiple levels through which we can view human resources management. 2. To identify and discuss major workforce concerns faced by class participants. 	<ol style="list-style-type: none"> 1. Society for Human Resource Management. 2016. "Employee Job Satisfaction and Engagement: Revitalizing a Changing Workforce." Sakai/Resources. Read Executive Summary & one employee satisfaction section of your choice: Career Development; Compensation and Benefits; Employee Relationships with Management; Work Environment; Employee Engagement. 2. Society for Human Resource Management 2017. "Employee Job Satisfaction and Engagement: The Doors of Opportunity are Open." Executive Summary. 3. American College of Healthcare Executives. "Top issues confronting hospitals in 2016." https://www.ache.org/pubs/research/ceoissues.cfm
June 14 Online 1	<ol style="list-style-type: none"> 1. Strategic Human Resources Management 2. Organizational changes and human resources strategy 	<ol style="list-style-type: none"> 1. To introduce the idea of strategic human resources management, and the concept of strategic alignment of human resources practices with organizational mission and strategy. 2. To discuss the changing role of the formal human resources function in organizations, and how human resources challenges and practices change as an organization moves into new stages of development. <p>Assignments:</p> <ol style="list-style-type: none"> 1. Submit Strategic Alignment Matrix and one-page summary commentary. Instructions may be found under Sakai/Assignments. 2. Respond to <i>Infosys</i> questions: 2 pages double-spaced and submitted to Sakai. 	<ol style="list-style-type: none"> 3. Fottler MD. "Strategic human resources Management." Chapter 1 in Fried BJ & Fottler MD. <i>Human Resources in Healthcare: Managing for Success</i>, 4th edition. Chicago: Health Administration Press, 2015. 4. Case: "Infosys (A) : Strategic Human Resources Management (HBSP Course pack)

<p>July 5 Online 2</p>	<ol style="list-style-type: none"> 1. Diversity, equity, and the legal environment of workforce management 2. Psychological safety 	<ol style="list-style-type: none"> 1. To review the legal environment governing human resources management in US organization 2. To introduce the concepts of psychological safety and identity abrasion, and their relationship with managing in a diverse organization. <p>Assignment: Complete <i>HR Best Practices – Psychological Safety</i> assignment: two pages double-spaced and submitted to Sakai</p>	<ol style="list-style-type: none"> 1. Maynard, D. “Employment law, employee relations, and healthcare.” Chapter 2 in Fried BJ & Fottler MD. <i>Human Resources in Healthcare: Managing for Success</i>, 4th edition. Chicago: Health Administration Press, 2015. 2. Edmondson A, & Roloff K. “Diversity through psychological safety.” <i>Rotman Magazine</i>, Fall 2009. 3. Differences at Work: Will, Jenny, Emily, Ben, Jason. HBSP Course pack.
<p>July 19 Online 3</p>	<ol style="list-style-type: none"> 1. Employee recruitment selection 2. Employee engagement and retention 	<ol style="list-style-type: none"> 1. To identify and discuss the conflicting goals of employee recruitment and selection. 2. To understand the multiple factors affecting employee engagement, retention and turnover. <p>Assignment: Respond to <i>Thomas Greene</i> questions: 2 pages double-spaced and submitted to Sakai.</p>	<ol style="list-style-type: none"> 1. Fried BF, & Gates M. “Recruitment, selection and retention.” Chapter 7 in Fried BJ & Fottler MD. <i>Human Resources in Healthcare: Managing for Success</i>, 4th edition. Chicago: Health Administration Press, 2015. 2. Kantor J, & Streitfeld D. “Inside Amazon: Wrestling big ideas in a bruising workplace.” <i>The New York Times</i>, August 15, 2015. http://www.nytimes.com/2015/08/16/technology/inside-amazon-wrestling-big-ideas-in-a-bruising-workplace.html 3. “Thomas Greene: Power, office politics, and a career in crisis” HBSP Course pack. 4. Rosin T. “Bridging the divide: How the level of physician engagement can make or break your hospital.” <i>Becker’s Hospital Review</i>, April 14, 2015. http://www.beckershospitalreview.com/hospital-physician-relationships/bridging-the-divide-how-the-level-of-physician-engagement-can-make-or-break-your-hospital.html
<p>July 26 Online 4</p>	<ol style="list-style-type: none"> 1. Performance management 2. Methods of employee feedback 3. Staff development 	<ol style="list-style-type: none"> 1. To assess the importance of performance management, and to discuss this concept from performance appraisal. 2. To identify the obstacles faced in implementing a performance management system. 3. To discuss and identify the uses and misuses of 360-degree feedback mechanisms <p>Assignment: Respond to <i>Vitality Health</i> questions: 2 pages double-spaced and submitted to Sakai</p>	<ol style="list-style-type: none"> 1. Fried BJ. “Performance management.” Chapter 8 in Fried BJ & Fottler MD. <i>Human Resources in Healthcare: Managing for Success</i>, 4th edition. Chicago: Health Administration Press, 2015. 2. White MC. “Amazon’s use of ‘stack’ ranking for workers may backfire, experts say.” Available: http://www.nbcnews.com/business/business-news/amazons-use-stack-ranking-workers-may-backfire-experts-say-n411306 3. Nisen M. “Why stack ranking is a terrible way to motivate employees.” <i>Business Insider</i>, November 12, 2013. 4. Case: “Performance management at Vitality Health Enterprises, Inc.” (HBSP Course pack)

August 9 Online 5	1. Responsibility without authority; Managing teams	1. To examine the challenges faced in managing multidisciplinary teams – and how to prevent common pitfalls. Assignment: Respond to <i>MediSys</i> questions: 2 pages double-spaced and submitted to Sakai	1. Rock D, Grant H, Grey J. “Diverse teams feel less comfortable—and that’s why they perform better.” <i>Harvard Business Review</i> , September 22, 2016. 2. Case: “MediSys Corp.: The IntensCare product development team” (HBSP Course pack)
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Grading

<i>Human Resources Alignment Matrix</i>	15%
<i>Infosys questions</i>	10%
<i>HR Best Practices – Psychological Safety</i>	15%
<i>Thomas Greene questions</i>	10%
<i>Vitality Health questions</i>	10%
<i>MediSys questions</i>	10%
<i>Online discussion participation</i>	5%
Total	100%

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. 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