

**Syllabus Module 226 Health Care Management**  
**Version 4.0 10.12.20**

Note: Changes and additional reading material may be added. We will bring any modifications to your attention.

N° : 226	Health Care Management
<b>Coordinator</b>	Bruce FRIED Associate Professor -Health Policy and Management Director, Residential Master's Program - Health Policy and Management The University of North Carolina at Chapel Hill Gillings School of Global Public Health 170 Rosenau Hall, CB #7400, 135 Dauer Drive, Chapel Hill, NC 27599-7400 bruce_fried@unc.edu
<b>Dates</b>	14 December – 18 December 2020
<b>ECTS</b>	3 ECTS
<b>Duration</b>	5 days of 6 hours = 30 hours
<b>Location</b>	Bruce Fried Zoom Room Link: <a href="https://uncsph.zoom.us/j/4405333420">https://uncsph.zoom.us/j/4405333420</a> Wayne Psek Zoom Room Link: <a href="https://zoom.us/j/95180645411">https://zoom.us/j/95180645411</a>
<b>Format for December 2020</b>	<p>We will be working with distance technology in this module because of the current pandemic. Each day will consist of two parts:</p> <p>(1) An <b>asynchronous</b> session in the morning. Because the course instructors are working from the US (eastern standard time zone, which is six hours earlier than CET), we will post links to <b>recordings</b> of the “morning” lectures. You may watch these at any time before the afternoon session.</p> <p>(2) A <b>synchronous</b> session in the afternoon The sessions will be held live, beginning at 1300 Paris time (CET). Sessions will run for three hours and include exercises, group discussions, student presentations, and other interactive methods. A Zoom link will be provided to join the class.</p>
<b>Description</b>	<p>This module addresses selected organizational and management issues in health care organizations. Several cross-cutting themes guide this module. First, organizational and management issues affect everyone in the organization – regardless of whether you are in a management position. Second, we take an open systems model of organizations. That is, organizations are profoundly affected by the outside environment, and are in a constant state of adjustment to external changes and forces. Organizational survival is often dependent upon correctly understanding current and future environmental changes, and developing strategies to adapt to these changes. Third, we approach this topic from both a cognitive and affective perspective. On the cognitive side, we provide conceptual and theoretical background drawn from a variety of disciplines include sociology, psychology, political science, economics, medicine, and social psychology. However, understanding concepts does not necessarily provide students with the tools to thrive and provide leadership in organizations. Thus, we intersperse within the module a variety of exercises with the goal of understanding our own strengths, weaknesses, biases, preferences, and blind spots. Implementing concepts requires a sufficient level of insight to enable us to break out of our own comfort zone and broaden our repertoire of actions and behavior.</p> <p>As described in the descriptions of each session, we address numerous topics including the systems approach to understanding organizations, how organizations are shaped by their environment, the impact of culture on organizations and management, management ethics, management style, teams and team management, conflict and conflict management, leadership, communication, and selected topics in human resources management.</p> <p>We use a variety of learning methods and classroom approaches. These include assigned readings, individual assessments, team-based learning, cases, experiential exercises, assignments, and videos. Reading material is assigned for each day of the module, including the</p>

	<p>first day. <b>Please read materials prior to class.</b> In some instances, this includes completing exercises and self-assessment surveys. This will make the experience more meaningful for you and will benefit others by enhancing the level of class discussion.</p> <p>The module is taught by Bruce Fried and Wayne Psek, who collectively have about fifty years of health care experience, as well as experience working in and leading healthcare organizations. Among the most gratifying aspects of teaching in this program is the wide diversity of participants. This is a challenge to instructors, but provides multiple opportunities for remarkably rich discussion and insights. We firmly believe that our own effectiveness as professionals is enhanced by viewing our own world in a global comparative context. We take every opportunity to draw from the diversity we find in the classroom – and we encourage all participants to share their own views and perspectives.</p>
<p><b>Course learning objectives</b></p>	<p>As noted earlier, course objectives include both cognitive knowledge acquisition and affective skills development. Upon completion of Module 226, we expect participants to:</p> <ol style="list-style-type: none"> <li>1. Gain and demonstrate familiarity with key organizational behavior theories and concepts related to organizations, leadership and management.</li> <li>2. Improve their efficacy in leading public service and public health mission-driven organizations.</li> <li>3. Develop an understanding of the challenges and opportunities presented in managing in a diverse organization.</li> <li>4. Identify alternative strategies for effectively managing in difficult organizational settings, including situations involving poor management, toxic managers, dysfunctional organizations.</li> <li>5. Develop one’s own skills in managing the workforce, including motivation, communication, negotiation, performance feedback, and team leadership.</li> <li>6. Appreciate the interplay between ethical organizations and ethical management.</li> <li>7. Gain personal insight into one’s strengths as a manager, and to clarify opportunities for continuous personal and professional growth.</li> </ol> <p>One of the main teaching strategies in this module is the case method. It is important to read cases prior to class. All of the cases in this module are too long and complex to read during the class session.</p> <p>Traditional passive learning modalities make the implicit assumption that students come into the classroom setting lacking any substantive knowledge of course material. This assumption does not hold in many situations, and clearly does not apply to this course and program. This module makes use of Team-Based Learning (TBL) methodologies, an approach to learning which has been adopted in many educational settings as an ideal way to convey complex concepts, particularly with adult learners. TBL is activity-based learning in which learners participate in the learning process through team discussions and decision-making. Team-based learning is also an appropriate approach for healthcare management because healthcare systems are centered around multidisciplinary teams. The best decisions in healthcare are made with an appropriate level of input from knowledgeable team members. Similarly, in this module, we take advantage of the multidisciplinary nature of class participants to enrich discussion, case analysis, and problem solving.</p> <p>The diversity present among class participants enriches the learning experience. We challenge our own assumptions, perspectives, and “ways of doing things” by interacting with people who are not bound by our own cultural constraints. We hope class participants will open themselves to new ideas and perspectives; we firmly believe that the presence of diversity among students is extremely valuable and facilitative of learning.</p>
<p><b>Structure (details of sessions title/speaker/date/ duration )</b></p>	<p>Module sessions include both lectures and exercises. Some sessions include a case analysis. Some of these cases are health-care specific and others take place in other settings. However, the problems and dilemmas addressed in the cases are all applicable to the healthcare setting. The common element in each of these cases is that the situation described is unresolved. That is, there is a decision to be made. Each case comes with a series of questions to address, including the most important question: the decision. Each team will review the case, answer the questions, and reach consensus on the decision. Team members should be prepared to discuss their answers, their decision, and the rationale for the decision. Teams will then reconvene and the decisions of</p>

	<p>each team compared. Following this, a general discussion of the case will ensue, including theoretical principles illustrated in the case. Students are responsible for reading the cases prior to class so that they can participate fully in the discussion and decision-making.</p> <p>The syllabus contains several readings and homework assignments. Some assignments should be turned into the instructor; other assignments will be used in class as the basis for class discussion.</p>
<b>Resources</b>	See syllabus below.
<b>Grading and assessment</b>	<p>Student evaluation will be based on the following:</p> <ol style="list-style-type: none"> <li>Completion of course assignments and engagement in class is important to the success of this module. The nature of this material requires participation. You and others will benefit from your active involvement. We expect all students to prepare for class each day, and participate in activities and discussions.</li> <li>The course evaluation consists of 1 Evaluation: A final examination consisting of several essay questions will be administered late in January - (100% of course grade)</li> </ol>
<b>Course policy</b>	<p><b>Attendance &amp; punctuality</b></p> <p><b>Regular and punctual class attendance is a prerequisite for receiving credit in a course. Students are expected to attend each class. Attendance will be taken at each class.</b></p> <p>The obligations of attendance and punctuality cover every aspect of the course: - lectures, conferences, group projects, assessments, examinations, as described in EHESP Academic Regulations <a href="http://mph.ehesp.fr">http://mph.ehesp.fr</a> EHESP Academic Regulation Article. 3). If students are not able to make it to class, they are required to send an email to the instructor and to the MPH program coordinating team explaining their absence prior to the scheduled class date. All supporting documents are provided to the end-of-year panel.</p> <p>Students who miss class are responsible for content. Any student who misses a class has the responsibility for obtaining copies of notes, handouts and assignments. If additional assistance is still necessary, an appointment should be scheduled with the instructor. Class time is not to be used to go over material with students who have missed class.</p> <p><b>Lateness:</b> Students who are more than 10 minutes late may be denied access to a class. Repeated late arrivals may be counted as absences (See <a href="http://mph.ehesp.fr">http://mph.ehesp.fr</a> EHESP Academic Regulation Article. 3 Attendance &amp; Punctuality)</p> <p><b>Maximum absences authorized &amp; penalty otherwise</b> Above 20% of absences will be designated a fail for a given class. The students will be entitled to be reassessed in any failed component(s). If they undertake a reassessment or they retake a module this means that they cannot normally obtain more than the minimum pass mark (i.e. 10 out of 20)</p> <p><b>Exceptional circumstances</b> Absence from any examination or test, or late submission of assignments due to illness, psychological problems, or exceptional personal reasons must be justified; otherwise, students will be penalized, as above mentioned. Students must directly notify their professor or the MPH academic secretariat before the exam or before the assignment deadline. Before accepting the student's justification, the professor or the MPH academic secretariat has the right to request either a certificate from the attending physician or from a psychologist, or from any other relevant person (See <a href="http://mph.ehesp.fr">http://mph.ehesp.fr</a> EHESP Academic Regulation Article 4 Examinations).</p> <p><b>Courtesy:</b> <u>All cell phones/pages MUST be turned off during class time.</u> Students are required to conduct themselves according to professional standards, eating during class time is not permitted during class time, such as course or group work.</p>
<b>Valuing diversity</b>	Diversity enriches learning. It 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 and social position.
<b>Course evaluation</b>	EHESP requests that you complete a course evaluation at the end of the school year. 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.

Note: Reading material and associated activities are listed for each day of the module. We have also included additional optional reading material if you are interested in exploring a topic in more depth. These optional items are indicated by an **\*asterisk**.

Session1 Title MONDAY	<b>Introductions and overview of module / Improving healthcare organizations / Culture and Management / Communication / Evidence-based management / Systems thinking and learning for leaders and managers</b>
Speakers	Bruce FRIED Associate Professor -Health Policy and Management Director, Residential Master's Program - Health Policy and Management The University of North Carolina at Chapel Hill Gillings School of Global Public Health 170 Rosenau Hall, CB #7400, 135 Dauer Drive , Chapel Hill, NC 27599-7400 <a href="mailto:bruce_fried@unc.edu">bruce_fried@unc.edu</a>
Reading materials	1. Case: “Fire at Mann Gulch” 2. Complete Culture and Management Survey and bring results to class
Session structure	Schedule: Morning Asynchronous (Bruce Fried) 09.00 Introductions and module expectations, outline of module, format, evaluation Improving Health Care Organizations: The Role of Leadership and Management Cultural differences in management Decision Making  12.00 Lunch  Schedule: Afternoon - Synchronous (Bruce Fried) 13.00 Discussion of differences among cultures in management practices Group discussion of “Fire at Mann Gulch,” case questions to be distributed  16.00 Conclusion
	6 hours
Homework	Read materials for December 15 sessions

Session2 Title TUESDAY	<b>Managing teams and psychological safety / Problem solving for leaders and managers / Emotional Intelligence</b>
Speakers:	Wayne PSEK Department of Health Policy and Management Milken Institute School of Public Health The George Washington University 950 New Hampshire Ave., NW Washington, DC 20052 Telephone: 202-994-5875 E-mail: <a href="mailto:psek@gwu.edu">psek@gwu.edu</a>
Reading materials	<ol style="list-style-type: none"> <li>1. Complete Emotional Intelligence Quiz and bring your score to both asynchronous and synchronous session: <a href="https://globalleadershipfoundation.com/geit/eitest.html#Start">https://globalleadershipfoundation.com/geit/eitest.html#Start</a></li> <li>2. Goleman D. "What Makes a leader?" Harvard Business Review 1998</li> <li>3. Porath C &amp; Pearson C. "The Price of Incivility". Harvard Business Review Jan-Feb 2013</li> <li>4. Watch: Dan Ariely TedTalk 2008 (17.26mins) <a href="https://www.ted.com/talks/dan_ariely_asks_are_we_in_control_of_our_own_decisions">https://www.ted.com/talks/dan_ariely_asks_are_we_in_control_of_our_own_decisions</a></li> <li>5. Case: "Was that harassment?"</li> </ol> <p>*Goleman D and Boyatzis R "Social Intelligence and the Biology of Leadership". Harvard Business Review September 1, 2008</p> <p>*Kahneman, D; Lovallo, D; Sibony, O. " Before you make that big decision". Harvard Business Review. Vol. 89 Issue 6, p50-60. Jun 2011</p> <p>*Ibarra H; Carter HM ; and Silva C. "Why men still get more promotions than women." Harvard Business Review 88:9 (Sep 2010): 80-85.</p>
Session Structure	<p>Schedule: Morning Asynchronous (Wayne Psek)</p> <p>09.00 Emotional Intelligence Behavioural Economics Systems and Systems Thinking Workplace behaviours (Civility and conflict)</p> <p>12.00 Lunch</p> <p>Schedule: Afternoon Synchronous (Wayne Psek)</p> <p>13.00 Discussion of EI profile Discussion of Systems and Systems Thinking Group Discussion of "Was that harassment?"</p> <p>16.00 Conclusion</p>
Duration	6 hours
Homework	<ol style="list-style-type: none"> <li>1. Complete Myers-Briggs Inventory and bring your score to class <a href="http://www.humanmetrics.com/cgi-win/jtypes2.asp">http://www.humanmetrics.com/cgi-win/jtypes2.asp</a></li> <li>2. Read materials for December 16 sessions</li> </ol>

Session 3 Title WEDNESDAY	<b>Management style: Your strengths and shortcomings / Organizational problem analysis / Learning in organizations / Quality and implementation for managers</b>
Speakers:	Bruce FRIED
Reading materials	<ol style="list-style-type: none"> <li>1. Complete Myers-Briggs Inventory <a href="http://www.humanmetrics.com/cgi-win/jtypes2.asp">http://www.humanmetrics.com/cgi-win/jtypes2.asp</a> MBTI Materials (on REAL) (review)</li> <li>2. Edmondson, A. The Fearless Organization, Chapter 1.</li> <li>3. Read "Medisys Crop.: The Intencare Product Development Team"</li> <li>4. Bring your MBTI type to the synchronous session</li> </ol>

	<p>*Jain, et al, "Moving Toward Improved Teamwork in Cancer Care: The role of psychological Safety in Team Coordination"</p> <p>*Fried BJ &amp; Edmondson AC. "Teams and team effectiveness in health services organizations."</p> <p>*Edmondson A &amp; Roloff K. "Leveraging diversity through psychological safety."</p>
Session Structure	<p>Schedule: Morning asynchronous (Bruce Fried)</p> <p>09.00 Management Style The Challenges of Working on Teams Psychological Safety</p> <p>12.00 Lunch</p> <p>Schedule: Afternoon Synchronous (Bruce Fried)</p> <p>13.00 Discussion of MBTI profiles Group Discussion of "Medisys Corp.: The IntensCare Product Development Team"</p> <p>16.00 Conclusion</p>
Duration	6 hours
Homework	<p>Read materials for December 17 sessions</p> <p>Case Analysis for "Amazon as Employer" – Read case and work with group to develop a 7 min max presentation to be presented in class on Friday. Groups will be assigned.</p>

Session 4 Title THURSDAY	<b>Aligning strategy with function (Human Resources and Marketing) / Employee recruitment and Selection / Team problem solving / Leading, mentoring and improvising / Strategy, marketing and operations /</b>
Speakers:	Wayne PSEK
Reading materials	<ol style="list-style-type: none"> <li>1. Brown T &amp; Wyatt J. "Design Thinking for Social Innovation" World Bank Institute 2013</li> <li>2. Staines A, Amalberti R, Berwick DM, Braithwaite J, Lachman P, Charles A Vincent CA. COVID-19: patient safety and quality improvement skills to deploy during the surge, International Journal for Quality in Health Care, 2020 May.</li> <li>3. Daley Ullem E, Gandhi TK, Mate K, Whittington J, Renton M, Huebner J. Framework for Effective Board Governance of Health System Quality. IHI White Paper. Institute for Healthcare Improvement; 2018. Pg 1-11</li> <li>4. Case: "Should an algorithm tell you who to hire?"</li> </ol> <p>"Porter M. (2010) What is value in healthcare. NEJM 363:2477-2481</p> <p>*Brimm L. "Managing Yourself - How to embrace Complex Change" HBR. Sept. 2015 108-112.</p> <p>*Figueroa C.A., Harrison, R., Chauhan, A., &amp; Meyer, L. "Priorities and challenges for health leadership and workforce management globally: a rapid review". BMC health services research, 19(1), 239. 2019</p> <p>* Knight, Rebecca. Managing People from 5 Generations. HBR September 25, 2014.</p>
Session Structure	<p>Schedule: Morning Asynchronous (Wayne Psek)</p> <p>9:00. Managing for Quality Aligning Strategy, Marketing and Operations The role of the board</p> <p>12.00 Lunch</p> <p>Schedule: Afternoon Synchronous (Wayne Psek)</p> <p>13.00 Leaders as motivators, mentors and improvisors Leading Change Innovation and Design Thinking Management and technology Group Discussion of "Should an algorithm tell you who to hire?"</p>

	<p style="text-align: center;">What's my Brand? Exercise</p> <p>16.00 Conclusion</p>
Duration	6 hours
Homework	<ol style="list-style-type: none"> <li>1. Read materials for December 18 sessions</li> <li>2. Complete the Conflict Style Survey</li> <li>3. Work on group case Analysis "Amazon as Employer" to present on Friday</li> </ol>

Session Title FRIDAY	<b>Performance evaluation and providing feedback / Stress in organizations / Conflict management / Leaders as negotiators / Leading and managing change / Managing Innovation and technology</b>
Speakers:	Bruce FRIED / Wayne PSEK
Reading materials	<ol style="list-style-type: none"> <li>1. Case: "Amazon as an Employer"</li> <li>2. Fried BJ. "Performance management"</li> <li>3. Complete the Conflict Survey</li> </ol> <p style="text-align: center;">*Fried BJ. "Recruitment, selection, and retention.</p>
Session Structure	<p>Schedule: Asynchronous (Bruce Fried)</p> <p>09.00 Human resources management: Aligning workforce management practices with organizational goals</p> <p>12.00 Lunch</p> <p>Schedule: Afternoon Synchronous (Bruce Fried/ Wayne Psek)</p> <p>13.00</p> <p style="padding-left: 40px;">Discussion of Human Resources Management Practices Group discussion of "Amazon as an Employer" Negotiation Exercise Group Discussion of Conflict Style</p> <p>16.00 Conclusion</p>
Duration	6 hours