

## Syllabus Module 226 Health Care Management

Note: Changes, corrections, 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 Professor Emeritus Department of Health Policy and Management The University of North Carolina at Chapel Hill Gillings School of Global Public Health Chapel Hill, NC 27599-7400 Telephone: +1 919-414-9569 <a href="mailto:bruce_fried@unc.edu">bruce_fried@unc.edu</a>
<b>Dates</b>	02 December – 06 December 2024
<b>ECTS</b>	3 ECTS
<b>Duration</b>	5 days of 6 hours = 30 hours
<b>Location</b>	EHESP 20 Avenue George Sand 93210 LA PLAINE ST DENIS
<b>Format for December 2022</b>	<b>Synchronous</b> The sessions will be held live, beginning at 09.00 Paris time (CET). Sessions will run from 9.00am-12.00pm and 1.00pm-4.00pm and include exercises, group discussions, student presentations, and other interactive methods.
<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 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</p>

	<p>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>Contributes to the development of the following competencies</b></p>	<p><b>Competencies:</b></p> <ul style="list-style-type: none"> <li>• Understands the principles of systems thinking and can apply them within systematic inquiry to analyze, model and improve public health organizations and services at different strategic levels (5.9)</li> <li>• Effectively applies knowledge of organizational systems, theories and behavior to set priorities for, align and deploy relevant resources towards achieving clear strategic goals and objectives (8.1)</li> <li>• Demonstrates knowledge of basic organizational management and project management (8.5)</li> </ul> <p><b>Teaching activities:</b></p> <ul style="list-style-type: none"> <li>• Lectures</li> <li>• Case Analysis</li> <li>• Class and small group discussion</li> <li>• Interactive learning activities</li> <li>• Surveys and Professional development instruments</li> </ul>

<p><b>Structure</b> (details of sessions title/speaker/date/ duration )</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 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>
<p><b>Resources</b></p>	<p>See syllabus below.</p>
<p><b>Grading and assessment</b></p>	<p>The course evaluation consists of two evaluations:</p> <ul style="list-style-type: none"> <li>• Group Presentation (40%): Students will be placed into groups and make a short presentation on a course-related topic on the final day of the course. All members of the group will receive the same grade. Details of the presentation and group assignments will be provided on the first day of the course.</li> <li>• Final Exam (60%): A final examination consisting of several essay questions will be administered late in January 2023</li> </ul>
	<p><b>Attendance &amp; punctuality</b></p> <p><b>Regular and punctual class attendance is a prerequisite for receiving credit in a course.</b> Students are expected to attend each class. Attendance will be taken at each class.</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).</p> <p>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> All cell phones/pages MUST be turned off during class time. 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>	<p>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.</p>
<b>Course evaluation</b>	<p>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.</p>

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.

<b>Session1 Title MONDAY</b>	<p><b>Introductions and overview of module / Improving healthcare organizations / Culture and Management / Communication / Evidence-based management / Systems thinking and learning for leaders and managers / Problem solving for leaders and managers</b></p>
<b>Speakers</b>	<p>Bruce FRIED Professor Emeritus Department of Health Policy and Management The University of North Carolina at Chapel Hill Gillings School of Global Public Health Chapel Hill, NC 27599-7400 Telephone: +1 919-414-9569 <a href="mailto:bruce_fried@unc.edu">bruce_fried@unc.edu</a></p> <p>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: +1 202-994-5875 <a href="mailto:psek@gwu.edu">psek@gwu.edu</a></p>
<b>Reading materials</b>	<ol style="list-style-type: none"> <li>1. Case: “Fire at Mann Gulch”</li> <li>2. Complete Culture and Management Survey and bring results to class</li> <li>3. Edmondson AC. (2008) The competitive imperative of learning. Harvard Business Review. July/Aug 2008</li> <li>4. Brown T &amp; Wyatt J. (2013) “Design Thinking for Social Innovation” World Bank Institute 2013.</li> <li>5. Milner KM, Zonji S, Yousafzai AK, et al. No time for business as usual: can systems thinking help us to accelerate recovery for early child development? BMJ Global Health 2023;8:e012327.</li> </ol> <p>Recommended Readings (Optional)</p>

	1. Ackoff R. "Systems thinking and thinking systems" System Dynamics Review Vol. 10, nos 2-3 (Summer-Fall 1994): 175-188
Session structure	<p>Schedule: Morning (Bruce Fried)</p> <p>09.00 Introductions and module expectations, outline of module, format, evaluation</p> <p>10.00 Improving Health Care Organizations: The Role of Leadership and Management: Presentation and discussion</p> <p>10.40 Culture and management: Survey and discussion</p> <p>10.50 Break</p> <p>11:10 Case: "Fire at Mann Gulch"</p> <p>12.00 Lunch</p> <p>Schedule: Afternoon (Wayne Psek)</p> <p>13.00 Systems and Systems Thinking: Exercise, presentation, and discussion</p> <p>14.15 Break</p> <p>14.30 Problem solving for managers</p> <p>15.15 Innovation and Design Thinking</p> <p>16.00 Conclusion</p>
	6 hours
Homework	<p>1. Read materials for December 19 sessions</p> <p>2. Complete Emotional Intelligence Quiz and bring your results to class  <a href="https://globalleadershipfoundation.com/geit/eitest.html#Start">https://globalleadershipfoundation.com/geit/eitest.html#Start</a></p>

Session 2 Title TUESDAY	<b>Managing teams and psychological safety / Emotional Intelligence / Workplace civility, stress and burnout</b>
Speakers:	Bruce Fried Wayne Psek
Reading materials	<ul style="list-style-type: none"> <li>• "Medisys Corp.: The IntensCare Product Development Team"</li> <li>• Edmondson, A. The Fearless Organization, Chapter 1.</li> <li>• Complete Emotional Intelligence Quiz and bring your results to class:  <a href="https://globalleadershipfoundation.com/geit/eitest.html#Start">https://globalleadershipfoundation.com/geit/eitest.html#Start</a></li> <li>• Stoller JK. (2021). Emotional Intelligence. Chest, 159(5), 1942–1948.</li> <li>• Porath, C (2022) Frontline Work When Everyone Is Angry. Harvard Business Review Nov 2022</li> <li>• Case: "Was that harassment?"</li> </ul> <p>Recommended Readings (Optional):</p> <ul style="list-style-type: none"> <li>• Gallo A. (2022) How to Navigate Conflict with a Coworker. Harvard Business Review. 2022;100(5):139-143.tin</li> <li>• Goleman D. "What Makes a leader?" Harvard Business Review 1998</li> <li>• Goleman D and Boyatzis R "Social Intelligence and the Biology of Leadership". Harvard Business Review September 1, 2008</li> <li>• Kahneman, D; Lovallo, D; Sibony, O. "Before you make that big decision". Harvard Business Review. Vol. 89 Issue 6, p50-60. Jun 2011</li> <li>• Ibarra H; Carter HM ; and Silva C. "Why men still get more promotions than women." Harvard Business Review 88:9 (Sep 2010): 80-85.</li> <li>• Porath C &amp; Pearson C. "The Price of Incivility". Harvard Business Review Jan-Feb 2013</li> <li>• Valentine MA &amp; Edmondson AC (2015) Team Scaffolds: How Mesolevel Structures Enable Role-Based Coordination in</li> </ul>

	<p>Temporary Groups. Organization Science 26(2):405-422.  <a href="http://dx.doi.org/10.1287/orsc.2014.0947">http://dx.doi.org/10.1287/orsc.2014.0947</a></p> <ul style="list-style-type: none"> <li>• Listen or Read: WorkLife with Adam Grant, June 8, 2021. Merve Emre on Emotional Intelligence as Corporate Control: link and Transcript.  <a href="https://www.ted.com/podcasts/taken-for-granted-merve-emre-on-emotional-intelligence-as-corporate-control">https://www.ted.com/podcasts/taken-for-granted-merve-emre-on-emotional-intelligence-as-corporate-control</a></li> <li>• Listen or Read: Emre, M (2021) The Repressive Politics of Emotional Intelligence. The New Yorker April 12, 2021.  <a href="https://www.newyorker.com/magazine/2021/04/19/the-repressive-politics-of-emotional-intelligence">https://www.newyorker.com/magazine/2021/04/19/the-repressive-politics-of-emotional-intelligence</a></li> <li>• Beck J. (2018) Arlie Hochschild -The Concept Creep of 'Emotional Labor. The Atlantic <a href="https://www.theatlantic.com/family/archive/2018/11/arlie-hochschild-housework-isnt-emotional-labor/576637/">https://www.theatlantic.com/family/archive/2018/11/arlie-hochschild-housework-isnt-emotional-labor/576637/</a></li> <li>• Arlie Russell Hochschild (2012) The Managed Heart: Commercialization of Human Feeling. 3<sup>rd</sup> Edition</li> <li>•</li> </ul>
Session Structure	<p>Schedule: Morning (Bruce Fried)  09.00 Introductory exercise  09.30 Your role as a team leader: Ensuring psychological safety: Presentation and discussion  10.15 "Medisys Crop.: The IntensCare Product Development Team." Case discussion</p> <p>12.00 Lunch</p> <p>Schedule: Afternoon (Wayne Psek)  13.00 IQ, EQ and other "Q's" leaders need to know about: Presentation and discussion  14.30 Are you behaving? Workplace behaviours (Civility, Stress and Burnout)  15.15 Group Discussion of "Was that harassment?"  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 20 sessions</li> </ol>

Session 3 Title WEDNESDAY	<b>Management style: Your strengths and shortcomings / Team problem solving / Organizational problem analysis / Quality and implementation for managers / Strategy, marketing and operations</b>
Speakers:	Bruce Fried Wayne Psek
Reading materials	<ol style="list-style-type: none"> <li>1. Complete Myers-Briggs Inventory – bring your four-letter MBTI profile to class  <a href="http://www.humanmetrics.com/cgi-win/jtypes2.asp">http://www.humanmetrics.com/cgi-win/jtypes2.asp</a>  MBTI Materials (on REAL)</li> <li>2. Staines A, Amalberti R, Berwick DM, Braithwaite J, Lachman P, Charles A Vincent CA. (2020) COVID-19: patient safety and quality improvement skills to deploy during the surge, International Journal for Quality in Health Care, 2020 May.</li> </ol> <p>Recommended Readings (Optional):</p> <ul style="list-style-type: none"> <li>• Jain, et al, "Moving Toward Improved Teamwork in Cancer Care: The role of psychological Safety in Team Coordination"</li> <li>• Fried BJ &amp; Edmondson AC. "Teams and team effectiveness in health services organizations."</li> <li>• Edmondson A &amp; Roloff K. "Leveraging diversity through psychological safety."</li> </ul>



	<ul style="list-style-type: none"> <li>Porter M. (2010) What is value in healthcare. NEJM 363:2477-2481</li> </ul>
Session Structure	<p>Schedule: Morning (Wayne Psek)</p> <p>09.00 Fixing Things: Value, Quality, Process Improvement and Implementation</p> <p>10.00 Case study (The Crowded Clinic)</p> <p>11.00 Aligning Strategy, Marketing and Operations</p> <p>12.00 Lunch</p> <p>Schedule: Afternoon (Bruce Fried)</p> <p>13.00 Management style - Myers-Briggs Inventory: Presentation and exercises</p> <p>14.30 Break</p> <p>14.45 "Mount Everest -1996"</p> <p>16.00 Conclusion</p>
Duration	6 hours
Homework	<ol style="list-style-type: none"> <li>1. Read materials for December 21 sessions</li> <li>2. Complete the Conflict Style Survey</li> <li>3. Work on group case Analysis "Amazon as Employer" to present on Thursday</li> </ol>

Session 4 Title THURSDAY	<p><b>Aligning strategy with function (Human Resources and Marketing) / Employee recruitment and selection / Managing Innovation and technology / Performance evaluation and providing feedback / Stress in organizations / Conflict management / Leaders as negotiators /</b></p>
Speakers:	<p>Bruce Fried Wayne Psek</p>
Reading materials	<ol style="list-style-type: none"> <li>1. Maris GJ, and Fried BJ. "Recruitment, selection, and retention." (on Real)</li> <li>2. Fried BJ. "Performance management" (on Real)</li> <li>3. Case: "Amazon as an Employer"</li> <li>4. Case: "Should an algorithm tell you who to hire?"</li> <li>5. Gallo A. (2022) How to Navigate Conflict with a Coworker. Harvard Business Review. 2022;100(5):139-143.</li> </ol> <p>Recommended Readings (Optional):</p> <ul style="list-style-type: none"> <li>• Fried BJ. "Recruitment, selection, and retention.</li> <li>• 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</li> <li>• Waldman E (2021) How to Manage a Multi-Generational Team. Ascend-HBR Aug 31, 2021 <a href="https://hbr.org/2021/08/how-to-manage-a-multi-generational-team">https://hbr.org/2021/08/how-to-manage-a-multi-generational-team</a></li> <li>• Ibarra H; Carter HM ; and Silva C. "Why men still get more promotions than women." Harvard Business Review 88:9 (Sep 2010): 80-85.</li> </ul>
Session Structure	<p>Schedule: Morning (Bruce Fried)</p> <p>09.00 Organizational Strategy and HR Alignment</p> <p>09.30 Amazon as an employer</p> <p>10.00 Employee recruitment and selection: Presentation and Job Requirements Matrix exercise</p> <p>10.30 Performance management and employee feedback</p> <p>11.15 Lost at Sea Exercise</p> <p>12.00 Lunch</p> <p>Schedule: Afternoon (Wayne Psek)</p> <p>13.00 Managing in an Artificial world – management and technology</p>

	<p>Group Discussion of “Should an algorithm tell you who to hire?”</p> <p>14.15 Conflict and Negotiation Understanding and Managing conflict in organizations – Negotiations: Exercise</p> <p>16.00 Conclusion</p>
Duration	6 hours
Homework	<p>1. Read materials for December 22 sessions</p> <p>2. Prepare Presentations</p>

Session Title FRIDAY	<b>Leading and managing change / Topics in HR</b>
Speakers:	Bruce Fried Wayne Psek
Reading materials	<p>1. Case: “Surgery at AIC Kijabe Hospital in Rural Kenya”</p> <p>2. Anand N, Barsoux J-I. (2017) What Everyone Gets Wrong About Change Management. Harvard Business Review. 2017;95(6):78-85</p> <p>3. Brimm L. “Managing Yourself - How to embrace Complex Change” HBR. Sept. 2015 108-112.</p> <p>Recommended Readings (Optional):</p> <ul style="list-style-type: none"> <li>• Ibarra, H (2015) The Authenticity Paradox HBR 2015 Jan-Feb pg 53-59</li> <li>• Knight, Rebecca. Managing People from 5 Generations. HBR September 25, 2014.</li> </ul>
Session Structure	<p>Schedule: Morning (Wayne Psek)</p> <p>09.00 Leading Change</p> <p>10.15 Break</p> <p>10.30 Presentations HR in 8</p> <p>12.00 Lunch</p> <p>Schedule: Afternoon (Bruce Fried)</p> <p>13.00 Presentations HR in 8</p> <p>14.45 Case: Surgery at AIC Kijabe Hospital in Rural Kenya</p> <p>16.00 Conclusion</p>
Duration	6 hours