

UNC School of Public Health
Department of Health Behavior and Health Education
HBHE 733: Program Management (3 Credits)
Thursdays, 5:30 - 8:15 PM Rosenau 331

Professor

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Office Hours: Meetings by Appointment

Overview

Effective health intervention program leaders and project managers are skilled as facilitators, communicators, organizers, and motivators. They possess attributes and skills and take actions that facilitate self and personnel management. These leaders also have the ability to design, manage, and evaluate programs and budgets. This course will focus on the critical aspects of human resources management and the managerial skills required to implement health-related programs or projects (e.g., interventions).

The conceptual model of the course contains three key components: **people, processes, and resources** (Refer to the course handout of the Levels of Dynamic Interaction and Table of Management Components: Attributes/Traits, Knowledge/Skills, and Approaches/Strategies). Effective program managers possess the skills necessary for **managing all three components simultaneously taking into account the organization and system context**. The **first half** of the semester will focus primarily on concepts, skills, and abilities that contribute to successful interaction/management of people (e.g., leadership style). The **second half** of the semester will focus on decision making processes, strategic planning, organizational structure, resource development, and budget preparation. Class sessions and assignments will emphasize **self awareness** with opportunities for students to assess their own skills and abilities relevant to managing programs/projects.

Objectives

Upon completion of this course, students will be able to:

1. Describe behaviors, attributes, and skills that facilitate self and personnel management (e.g., dynamics of working with people with diverse backgrounds and experiences).
2. Describe the processes necessary to plan/design, communicate, and make decisions, and obtain resources to support a program, project, or agency.
3. List action steps needed and line items to consider in developing and managing a budget.
4. Identify and reflect on personal strengths and limitations as a program director, supervisor, team member, facilitator, and/or consultant.
5. Identify plan to develop selected skills necessary to manage people, processes, and resources.

Readings

Required readings are listed by class session (some classes will also have "FYI" readings listed). PDF files of the required readings and additional class resources may be accessed through the class website on Blackboard. Supplemental readings by class day and a reference list by management category will also be available on the class website. Additional materials may be handed out in class and/or placed on reserve in the HBHE Main office.

Course Requirements

The class will involve discussion, self assessment(s), participatory activities, case studies, guest speakers, and mini presentations by students and the instructor. The course is structured to allow time to discuss the readings, listen to and ask questions of guest presenters, and participate in activities designed to increase your understanding and skills related to session topics. The five course requirements include: 1) class participation; 2) class facilitation activity; 3) resume preparation and feedback; 4) self-reflection paper; 5) final project (i.e., either a case study, specific topic, or skill development project). Details related to each requirement are outlined below.

Summary of Assignments:
See Evaluation Criteria Listed Separately For Each Assignment

Assignment or Activity	Due Date	Percentage of Final Grade
1. Class Participation	Each class	25%
2. Facilitation Activity and Report	Select Topic & Sign-up as individual or group (1 st , 2 nd , 3 rd , & 4 th choice)	15%
3. Resume Writing	September 11 th : Resume to Peer Reviewer	n/a
	September 13 th : Prepare feedback for class	n/a
	September 27 th : Resume to Professor	✓
4. Self-Reflection Paper	Oct. 11 th in class; 12 th at BOA, or e-mail by 5:00 PM Sat. Oct. 13 th	30%
5. Final Project (i.e., Case Study Paper; Specific Topic Paper; or Skills Development/Paper)	Oct 4 th : Topic/Organization Identified 5:00 PM Friday, December 3 rd : Final Paper Due (E-mail and/or Turn in at BOA Building Suite 21)	30%
Total		100%

1. Class Participation

Active participation in class discussions and activities: Students are expected to be prepared each week to discuss the content of the readings (e.g., relate information in readings to prior experiences). Active discussion that is relevant, coherent, perceptive, and concise adds depth to class sessions. Students should participate fully in class activities, guest speaker discussions, and brief assessments at the end of each class. *Active and effective class participation will comprise 25% of the final grade for the course.*

2. Group Facilitation Activity

Each student will be responsible for working within a group (2-3 people) to prepare and facilitate a class activity based on topics addressed in the readings. The purpose of this assignment is to gain a deeper understanding of assigned readings by developing a participatory learning activity. The facilitation activity should build and expand, if appropriate on the assigned readings, focusing on the program management topic(s) (e.g., skill, attribute, approach, and/or strategy) covered in the readings. The format of the activity will be developed by the student facilitator(s). Class participants will indicate top 4 preferences (as individuals or as a group) for classes with a student facilitated activity (turn preference sheet in at the end of the first class). Facilitation activities should be planned and facilitated for 55 minutes (25 to 45 minutes for the introduction and activity with 10 to 30 minutes for debriefing the activity). **Students should send a preliminary outline of their planned facilitation activity to the professor at least one week prior to the class presentation of the activity. Group members should agree on a time to debrief the activity with the professor either at the end of class or during the following week.** Students are required to

submit a brief summary following the suggested outline, following the outline provided, of the facilitation activity and the steps to implement the activity two to three weeks following the facilitation activity.

Outline for Facilitation Activity Report

- | | |
|--------------------------------------------------------------------------|--------------------------------------------------------|
| I. Goals/Objectives of Activity | V. Directions and Time Needed |
| II. Management Areas/Topics/Skills Covered | VI. Discussion Comments and Ideas Generated from Class |
| III. Materials Needed and Preparation Required | VII. Limitations of the Activity |
| IV. Space Requirements and if appropriate Minimum Number of Participants | VIII. Recommendations to Improve Activity |

Group members will receive the same grade for this component of the course. Class members will provide feedback to the student/group facilitating the class by completing a short evaluation form following the facilitation. Facilitators should reflect on the peer evaluations of the activity in their summary. *Group facilitation activity will count for 15% of the final grade for the course and will be evaluated on the extent to which the activity is thoughtful, well presented, focused on the day's topic, and effectively uses group processing techniques within the time constraints of the assignment.*

3. Resume Writing

Each student will write or revise her/his own resume. Resume preparation materials are located on Blackboard to assist class members in preparing/revising their resumes. Students will be responsible for providing a copy of their resume to 2-3 students (to be assigned) by **Tuesday, Sept. 11th**. During class on **Sept. 13th**, students will provide each other with written feedback and constructive critiques of the resumes. Students will revise their resumes and turn them in to the professor by **September 27th**. *The Resume Writing assignment will be reviewed by the professor for clarity, conciseness, style, and appearance with a ✓ given for completion.*

4. Self-Reflection Paper

Students will prepare an assessment of their personal strengths, limitations, and action steps to improve specific areas related to common responsibilities of a program director, supervisor, and team member. Selected self-assessment tools must be used in the preparation of this paper (consider those tools like MBTI which are discussed during class should). Additional self-assessment tools are located on the course website on Blackboard. The organizational framework for the paper should be based on the table of attributes, skills, and approaches outlined for **overall management** and managing **people and processes** specifically. Referring to required readings is encouraged. Note: Class participants are not required to address resource management in their self-reflection paper. The self-reflection assignment requires a thoughtful approach with a summary of your self assessment and identified next steps presented in a brief paper (no longer than 8 typed, double-spaced pages with 1" margins). The paper can include tables, charts, or other supportive material in appendices. Students who would like to modify this assignment to better fit their needs should discuss their ideas with the instructor and/or prepare a one-page outline of their self-assessment approach. For example, some students may want to complete their self-reflection by outlining their life mission, values, and roles as outlined by some of the self-assessment tools. ***DUE October 11th in class; or October 12th (hard copy by 5 PM at BOA) or Sat. Oct. 13th via e-mail by 5 pm.*** *The Self-Reflection Paper will comprise 30% of the final grade and will be evaluated on: the extent to which skills and approaches required to manage people and processes are compared to your strengths and limitations; the extent to which action steps to address identified limitations are relevant and*

comprehensive; the clarity and quality of the writing; and reference to self assessment tools (see Criteria for grading).

Criteria for Self Reflection Paper Grade

Criteria for Self Reflection Paper Grade	Rating Scale			
Address items listed for managing <u>people and processes</u> on the HBHE 733 Management Components Table. Rating based on the extent to which the following criteria are met.				
1. Compare strengths/limitations to attributes, skills, & approaches required to manage people	Fair	Satisfactory	Good	Excellent
2. Compare strengths and limitations to attributes, skills, & approaches required to manage processes	Fair	Satisfactory	Good	Excellent
3. Identification of action steps to address limitations (e.g., clearly stated, specific)	Fair	Satisfactory	Good	Excellent
4. Extent to which action steps are comprehensive and relevant (e.g., appropriate)	Fair	Satisfactory	Good	Excellent
5. Reference to self-assessment tools (e.g., how used in self-reflection)	Fair	Satisfactory	Good	Excellent
6. Reference to selected required readings	Fair	Satisfactory	Good	Excellent
7. Reference to in-class discussion or Guest Speaker	Fair	Satisfactory	Good	Excellent
8. Clarity and quality of writing	Fair	Satisfactory	Good	Excellent
9. Organization of paper (e.g., flow and use of subheadings)	Fair	Satisfactory	Good	Excellent
Grade For Paper:				

5. Final Project (e.g., Case Study, Specific Topic, or Skills Development Project)

This assignment may be completed individually or in groups of up to three people. The objective of this assignment is to synthesize topics and further understand and develop management skills. Students should identify the project option most relevant to their experience and professional goals. The organization selected or professionals identified may be from the for-profit, public administration, or nonprofit sectors or an academic, corporate, or research setting. Assistance will be provided to students in identifying organizations and specific individuals to contact. Ideas for your final project will be **discussed in-class on Sept. 30th**. On **October 4th** each student/student group will come to class prepared to discuss the type of final project (e.g., case study) to be completed. Class participants may select from three options for completing the assignment:

- 1) **Case Study:** Conduct an organization case study (conduct approximately three interviews per student). The case study option involves increasing familiarity with one organization by describing the people, processes, and resources in that organization. The case study paper should describe the organization's mission, vision, structure, funding sources and budget, and leadership qualities and job functions of the individuals interviewed. Students groups will conduct informational interviews within one organization (number depends on the size of the organization and the group - additional interviews may be conducted). Information should also be obtained through review of documents about the organizational structure and management responsibilities related to people, processes, and resources.
- 2) **Specific Topic:** Focus on a specific management topic through literature review and selected interviews (conduct approximately three interviews per student). The specific topic option gives students an opportunity to focus on a defined area of program/project management and to learn from both published materials and professionals. For example, specific topics may include: change management, conflict resolution, consulting, women in management, or managing a culturally diverse team. Initially students should conduct a literature review related to their selected specific topic and then interview at least two professionals in one or multiple organizations to expand the student's understanding of a topic gained through their literature review. The specific topic paper should summarize

the literature reviewed and the information obtained from those professionals interviewed.

- 3) **Skills Development:** Identify and develop specific management skills through a series of meetings with and observation of a mentor or "professional coach" (e.g., shadow a manager). While the student should review the literature related to the skills on which they are focused, the students will also learn from professionals by interviewing different professionals (at least two) in one or multiple organizations OR holding a series of meetings to discuss a range of skills with one professional. For the skills development option the paper should provide a detailed description of the skills identified, the literature to be reviewed, and the way the student plans to improve their skill during the semester.

The final project paper should briefly describe the methods and summarize information the class member obtained during their case study, specific topic literature review and interviews, or skill development literature reviews and interviews/observations. The final paper should summarize knowledge gained that applies to the dynamic interaction shown in the conceptual model guiding the course (e.g., relationship among organizations, and systems and people, processes, and resources). The paper should include reference to the required readings and/or in-class discussions, and how the student could apply what they have learned in the future. Case study descriptions, specific topics, or skills development summary reports (no longer than 15 pages) will be due **Friday, December 7th**. *This project will be evaluated on the extent to which the knowledge or experience obtained through the case study, specific topic investigation, or professional development plan is well summarized, clearly written, and critically analyzed based on the conceptual model of the course (addresses issues and observations related to people, processes, and resources). The final paper will comprise 30% of the course grade. Note: group members will receive the same grade for this component of the course.*

Criteria for Final Project Grade	Rating Scale			
Rating Based on the extent to which the following were present:				
1. Clear introduction of purpose, approach, and topic.	Fair	Satisfactory	Good	Excellent
2. Extent to which topic, organization, or experience is clearly described or summarized.	Fair	Satisfactory	Good	Excellent
3. Describe the relationship of case findings, topic insights, or skills development experience to the attributes, skills, and approaches required to manage people, processes, and resources.	Fair	Satisfactory	Good	Excellent
4. Critically analyzed organization, situation(s), topic, and/or experiences in skill development.	Fair	Satisfactory	Good	Excellent
5. Summarized key take home messages.	Fair	Satisfactory	Good	Excellent
6. Reference to class reading, guest speakers, or other resources reviewed for final project.	Fair	Satisfactory	Good	Excellent
7. Clarity and quality of writing.	Fair	Satisfactory	Good	Excellent
Grade For Paper: _____	Please see paper for specific comments			