

HPAA 330: Health Organization Structure, Functions, and Design

Tuesday & Thursday
12:30 – 1:45pm
McGavran-Greenberg 1301

Instructor

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COURSE DESCRIPTION

Why is this course important?

Health care organizations face pressures and potentially competing demands for quality, efficiency, accountability, and customer service from a variety of stakeholders. Therefore, managers in these organizations must be able to look both within and beyond the walls of their departments to identify needs to address, conditions that may facilitate or hinder performance, and opportunities for innovation. Ultimately, these managers want to maximize the performance of their departments. Doing so requires an understanding of what constitutes high performance and the implementation of strategies for managing resources to achieve such performance.

There are competing forces at play in healthcare. On the one hand, organizations strive to deliver high-quality services, an endeavor that requires effective use of human, financial, and technological resources. On the other hand, we see increasing pressures for efficiency and productivity, which can result in increased work demands and stress, high turnover, and lower commitment. How we reconcile these two sets of forces is a key question for healthcare organizations and the healthcare industry as a whole. The importance of sound management practices is more important than ever.

Philosophy of the Course

This course is designed as an introduction to organization and management studies. The overall perspective of the course is that organizations are complex systems. Therefore, the course will provide students with an understanding of the many factors that affect organizational performance, as well as introduce students to approaches for making decisions in complex organizational environments.

The course covers both micro-level (e.g., individual and small group) and macro-level (e.g., organization and system) issues. Exploring both levels is important because the two are interrelated. Individual and small group behaviors can have substantial effects on organizational and even system performance. After all, organizations are composed of individuals. In addition to building knowledge, the course strives to facilitate the development of foundational skills necessary for assuming managerial roles.

At the micro level, the course will improve students' ability to observe and analyze individual and group behavior. Course readings and discussions will clarify useful concepts and approaches for understanding such behavior. This understanding will provide the foundation for developing the core set of skills necessary for managing individuals and small groups effectively. Students will complete activities intended to aid the development of these skills.

Individual and group behavior informs the understanding of organizational-level issues, such as strategic management and organizational networks. Ultimately, after completing the course, students will be on

their way to developing the competencies necessary for analyzing organizational challenges and developing strategies for addressing these challenges. Specifically, students should be better prepared to participate in strategic planning initiatives, organizational change efforts, and the development of strategic partnerships.

While providing a foundation in these micro- and macro-level issues, the course will cover crosscutting topics, such as health information systems, quality improvement, and productivity improvement. These issues will facilitate systems-oriented discussion about internal (e.g., employee behavior) and external (e.g., public policy) factors that affect organizations, as well as the internal and external implications of organizational performance.

Learning Methods

In addition to readings, which will focus on healthcare organizations but include other organizational settings as well, the course will rely heavily upon skill development exercises, cases, and reflection upon student experiences to facilitate the learning process. Skill development exercises will enable students to assess their current attitudes about organizational issues and develop management-related skills. Reflection upon experiences will provide the opportunity for students to view their experiences in the context of various organizational theories and concepts presented in the course. Cases will allow students to analyze situations, which are in many ways unlike situations they have encountered before, and provide recommended solutions. Therefore, readings, exercises, cases, and experiences will complement each other to help students develop a better understanding of organizational issues and requisite management skills.

Students will be assigned to permanent working groups. These groups will convene during most class sessions to complete exercises that reinforce the topics discussed in class that day. During the semester it is expected that the groups will experience many of the challenges that groups face in the workplace. Ideally, the groups will adopt a team orientation that facilitates learning among all the individual members, as well as high quality deliverables on the two group assignments (outlined below).

LEARNING OBJECTIVES

At the completion of this course, you should be able to:

- Discuss the various roles of managers and the competing priorities they often face
- Relate organizational concepts and theories to your work experience
- Assess and develop a plan for improving your own management skills
- Describe common types of organizational design and their tradeoffs
- Describe the key factors, both inside and outside of the organization, that affect organizational strategy and performance
- Discuss “accountability” in terms of health care organizations and consider the ethical implications of decision situations
- Develop strategically appropriate metrics for organizational performance
- Discuss sources of conflict within organizations and develop strategies for resolving conflict
- Understand challenges in implementing productivity, performance-based management, quality improvement, and information technology initiatives and provide recommendations for doing so
- Apply the systems thinking approach to policy and management problems

REQUIRED MATERIALS/TEXTS

1. McConnell, Charles, R. (2007). *The Effective Health Care Supervisor*, 6th ed. Sudbury, MA: Jones & Bartlett.
2. Fogel, Paul (2004). *Superior Productivity in Health Care Organizations*. Baltimore: Health Professions Press.

3. Articles & Excerpts: Available electronically through BlackBoard (see “Readings” tab)

REQUIREMENTS & GRADING

COURSE REQUIREMENTS:

1. Discussion Questions: For most class meetings, students will be required to complete readings and short written assignments (e.g., answering review questions at the end of the textbook chapter). The written assignments should be approximately 1 page single-spaced and should be uploaded to the BlackBoard site prior to the beginning of class. These readings and assignments will provide a starting point for class discussions and exercises and help ensure that each student thinks carefully about the content and its applications. Often, the assignments will require that you relate your work experience to the content.

Complete assignments will receive full credit. Partial credit may be given for assignments that are not thoroughly completed. Each assignment will count 5% toward the homework grade. For example, if a student fails to turn in two assignments but receives full credit for all the others, his or her homework grade would be a 90. The homework grade comprises 15% of the course grade.

2. Group Case Report: The case will provide an organizational context within which working groups can analyze problems and propose solutions. Each group will write a case report. The report will comprise 10% of the course grade.
3. Original Case: Each student will develop a case scenario, as well as discussion questions and sample answers. The case may be based on a real experience (e.g., from the field training experience), it may be entirely fictional, or it may be some combination. The case you develop likely will draw upon content covered in this course and the human resource management course. The case will comprise 15% of your final grade.
4. Midterm Exam: The midterm exam will be a written in-class exercise covering material from the first half of the course. The midterm will comprise 20% of the course grade.
5. Group Productivity Critique: Each group will develop a brief written report critiquing one chapter from the *Superior Productivity* book and present their critique to the class. This exercise will comprise 10% of the course grade.
6. Final Exam: The final exam will be take-home. Each student will develop a paper in which he/she applies systems thinking concepts and tools to a policy or management problem. The exam will comprise 20% of the course grade.
7. Class Participation: Class sessions will emphasize large- and small-group discussion, exercises, and other activities that build on the readings assigned for that day. Therefore, it is critical that you come prepared each day. The instructor and TA will assess the quality and quantity of your participation during class sessions. Each student is allowed two free absences. After the second, each absence will result in a five-point deduction from the participation grade. However, simply attending all classes does not ensure a 100% on participation. To achieve an “A” participation grade, students must actively participate in class discussions and exercises. Participation will comprise 10% of the final grade.

GRADING:

Your final grade will be computed as the weighted average of your scores on the course requirements. The following scale will be used to convert numeric scores into letter grades:

100 – 97	A+
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96 – 93	A
92 – 90	A-
89 – 88	B+
87 – 83	B
82 – 80	B-
79 – 78	C+
77 – 73	C
72 – 70	C-
69 – 68	D+
67 – 63	D
62 – 60	D-
59 – 0	F

COURSE EVALUATION

The Department of Health Policy and Administration is participating in the Carolina Course Evaluation System (CES), the university's new online course evaluation tool, enabled at the end of each 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 CES is a course requirement, as providing constructive feedback is a professional expectation. Such feedback is critical to improving the quality of our courses, as well as providing input to the assessment of your instructors.

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 are unclear about the expectations regarding the Honor Code for a particular assignment in this course (e.g., whether seeking help from peers outside of class is appropriate), you should ask me, the instructor, for clarification. 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).

ACADEMIC DISRUPTION EXERCISE

HPAA is committed to developing and testing alternatives for continuing classes in the face of various disruptions. During this semester we may run such a test. If this course participates, you will be informed in advance about the nature of the exercise and actions to take. We appreciate your full cooperation in this very important endeavor.

BIBLIOGRAPHY

- Fogel, Paul (2004). *Superior Productivity in Health Care Organizations*. Baltimore: Health Professions Press.
- Hodge, B.J., Anthony, William, P., & Gales, Lawrence, M. (1996). *Organization Theory: A Strategic Approach* (5th ed.). Upper Saddle River: Prentice Hall.
- Kaplan, R.S., Norton, D.P. (1992). The balanced scorecard: measures that drive performance. *Harvard Business Review*, 70(1), 71-79.
- McConnell, Charles, R. (2007). *The Effective Health Care Supervisor*, 6th ed. Sudbury, MA: Jones & Bartlett.
- Meadows, Donella, H. (1999). Leverage points: places to intervene in a system. *The Sustainability Institute*, http://www.sustainabilityinstitute.org/tools_resources/papers.html (accessed August 14, 2007).
- Rogers, E.M. (2003). *Diffusion of Innovations* (5th e.d). New York: Free Press.
- Senge, P.M. (1990). *The Fifth Discipline*. New York: Doubleday.
- Swiercz, P.M., SWIF learning: a guide to student-written instructor facilitated case writing. <http://college.hmco.com/business/resources/casestudies/students/swif.pdf> (accessed June 15, 2006).
- Thomas, D.A., Ely, R.J. (1996). Making differences matter: a new paradigm for managing diversity. *Harvard Business Review*, 74(5), 79-90.
- Tucker, A.L, Edmonson, A.C. (2003). Why hospitals don't learn from failures: organizational and system dynamics that inhibit system change. *California Management Review*, 45(2), 55-72.
- Varkey, Prathibha, Reller, M. Katherine, Resar, Roger, K. (2007). Basics of quality improvement in health care. *Mayo Clinic Proceedings*, 82(6), 735-739.

Supplemental Readings

- Bowditch, J.L. 1997. *A Primer on Organizational Behavior*, 4th ed. New York: John Wiley & Sons.
- Borkowski, N. 2005. *Organizational Behavior in Health Care*. Salisbury, MA: Jones and Bartlett Publishers.
- Kerr, S. 1995. "On the Folly of Rewarding A While Hoping For B." *Academy of Management Executive* 9(1): 7-16.
- Kovner, A.R. 2004. *Health Services Management: Readings, Cases, and Commentary*, 8th ed. Chicago: Health Administration Press.
- Mintzberg, H. 1990. "The Manager's Job: Folklore and Fact." *Harvard Business Review* 90, 2 (March-April):163-176. Reprint Number 90210.
- Quinn, R.E., Faerman, S.R., Thompson, M.P., & McGrath, M.R. *Becoming a Master Manager*, 3rd ed. New York: John Wiley & Sons.
- Simons, R. 1995. "Control in an Age of Empowerment." *Harvard Business Review* 73, 2 (March-April): 80-88.

Whetten, D.A. & Cameron, K.S. 2005. *Developing Management Skills*, 6th ed. Upper Saddle River, NJ: Pearson.

CLASS SCHEDULE HPAA 330 INTRODUCTION TO HEALTH ORGANIZATION THEORY, STRUCTURE, AND BEHAVIOR
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EHCS = *The Effective Health Care Supervisor* by McConnell

DQs = Discussion questions

Date	Topic	Required Reading / Assignments
8/21	Course Introduction: Why study organizations?	Bring syllabus to class
8/23	Learning with Cases	Reading: Sweircz – “SWIF Learning ...” (Listed in BlackBoard under “Supplemental Readings”)
8/28	Organizations in the Health Care Environment	Reading: EHCS Ch. 1 & 2 Due: DQs
8/30	The Manager’s Roles	Reading: EHCS Ch. 3 & 4 Due: DQs
9/4	Assessing Managerial Strengths & Weaknesses	Reading: EHCS Ch. 5 & 7 Due: DQs
9/6	Communication & Effective Meetings	Reading: EHCS Ch. 9, 19 & 20 Due: DQs
9/11	No Class Meeting	Due: Group Case Reports
9/13	Leadership and Motivation	Reading: EHCS Ch.10 & 11 Due: DQs
9/18	Introduction to the Systems Perspective of Organizations	Reading: Hodge – “Organization Theory and the Manager” Due: DQs
9/20	Stakeholders, Managerial Ethics & Accountability	Reading: EHCS Ch. 16, 17 Due: DQs
9/25	Conflict Resolution	
9/27	Innovation and Resistance to Change	EHCS Ch. 18 Due: DQs

10/2	Quality, Productivity, and Team Building	Reading: EHCS Ch. 22, 23 & DC General Case Due: DQs
10/4	Process Improvement	Reading: EHCS Ch. 24 & Varkey – “Basics of Quality Improvement ...” & Arizona Case Due: DQs
10/9	Organizational Outcomes & Metrics: The Balanced Scorecard	Reading: Kaplan – “The Balanced Scorecard ...” Due: DQs
10/11	Diversity in Organizations: Implications for Organizational Effectiveness and Learning	Reading: Thomas & Ely – “Making Differences Matter” Due: DQs
10/16	Midterm Exam	
10/18	<i>Fall Break – No Class</i>	
10/23	Re-engineering and Reduction of Force	Reading: EHCS Ch. 25 Due: DQs Due: Individual Case Report
10/25	Introduction to Systems Thinking	Reading: Meadows – “Leverage Points ...” Senge – “The Laws of the Fifth Discipline” Due: DQs
10/30	Systems Thinking Part II: Causal Mapping	Reading: Senge – “A Shift of Mind” & TBA Due: DQs
11/1	Systems Thinking Part IV: Stocks and Flows	Reading: TBA Due: DQs
11/6	Systems Thinking Part V: Applications for Management and Policy Problems	Reading: Tucker – “ Why hospitals don’t learn ...” Due: DQs
11/8	Health Information Technology: Part I	Reading: TBA

		Due: DQs
11/13	Health Information Technology: Part II	Reading: TBA Due: DQs
11/15	Health Information Technology: Part III	Reading: TBA Due: DQs
11/20	Customer Service: What does it mean in health care and why is it important?	
11/22	<i>Thanksgiving – No Class</i>	
11/27	Increasing Productivity I	Reading: Fogel Ch. 1 & 2 Due: Productivity Critique (Groups 1 & 2)
11/29	Increasing Productivity II	Reading: Fogel Ch. 3 & 4 Due: Productivity Critique (Groups 3 & 4)
12/4	Increasing Productivity III	Reading: Fogel Ch. 5 & 6 Due: Productivity Critique (Groups 5 & 6)
12/11	Final Exam Due	