



HPAA 720

Human Resources Management in Healthcare Organizations

(Credit Hours: 3)

Department of Health Policy and Administration
School of Public Health

Fall, 2008 Syllabus

Class Location Hooker 0003

Meeting Times (TTh 11:00-12:15)

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Course Overview

The general goals of the course are to develop in participants an understanding of (1) the concept of strategic human resources management, and the need for alignment between HR practices and the organization's strategy and mission; (2) the factors associated with high performance and high commitment organizations, and the most common obstacles to implementing effective human resources strategies; (3) the organization, purpose and accountabilities of human resources functions and how these functions can best support the needs of the organization; and (4) the legal and ethical issues facing human resources management. We also seek to improve class participants' managerial skills in communications, interviewing, performance feedback and management, negotiation, group leadership, facilitation, and participation.

Learning Objectives and HPM Competencies

	<i>Course Learning Objective</i>	<i>Competencies</i>
1	Identify key features of strategic human resources management and distinguish between strategic and operational HR activities and functions	Analytical Thinking Human Resource Management Strategic Orientation
2	Understand key concepts and methods associated with health workforce planning.	Human Resource Management Professionalism

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| 3 | Develop an understanding of the relationship between staffing decisions and organizational and patient outcomes. | Analytical Thinking
Human Resource Management |
| 4 | Understand the sources of workforce shortages and explore approaches to addressing them. | Human Resource Management |
| 5 | Know the major factors associated with turnover and retention and evidence-based approaches to improving retention. | Human Resource Management |
| 6 | Understand the key features of job design, recruitment, selection, performance management, compensation, and training, and have an understanding of how are interrelated. | Human Resource Management
Team Dynamics
Organizational Awareness
Talent Development |
| 7 | Gain an understanding of the legal environment affecting human resources management, including equal employment opportunity law, employment law, and labor law. | Human Resource Management |
| 8 | Develop one's own skills in managing the workforce, including negotiation, performance feedback, and team leadership. | Communication Skills
Professionalism
Interpersonal Awareness and Emotional Intelligence
Change Management
Organizational Awareness
Political Savvy |
| 9 | Develop an understanding of evidence-based management, and achieve the ability to critique well-accepted but often untested management assumptions and practices. | Analytical Thinking
Change Management |
| 10 | Apply a variety of techniques for measuring individual and team performance, and understand the strengths and limitations of alternative approaches. | Performance Measurement
Human Resource Management |
| 11 | Learn about key human resources challenges through participation in a team project in a healthcare organization. | Information Seeking
Innovative Thinking
Project Management
Team Dynamics
Human Resource Management |

Resources

Website

HPAA 720 has its own website using Blackboard software. (See <http://blackboard.unc.edu>.) This syllabus is on the website.

Be sure to check that the email address Blackboard has for you is correct. Click on the “Bb Desktop” tab in Blackboard and then click on “Personal Information.” If you need to change your email address, click on “Edit Personal Information” and follow the directions. Note that you need to change your email address in both Blackboard and the On-Line Campus Directory.

Text

Fried BJ, and Fottler MD. *Human Resources in Healthcare: Managing for Success*, 3rd edition. Chicago: Health Administration Press, 2008.

Pfeffer J, and Sutton, I. *Hard Facts, Dangerous Half-Truths and Total Nonsense: Profiting from Evidence-Based Management*. Boston: Harvard Business School Press, 2006.

Association of Academic Health Centers. *Out of Order Out of Time*. New York: AAHC, 2008. This may be downloaded free of charge from: <http://www.aahcdc.org/policy/workforce.php> On the same web page, you may also order a single bound copy free of charge.

Requirements and Expectations

1. Class Participation. While didactic material will be presented in most classes, emphasis is placed on discussion as the preferred mode of learning. Participation in class activities is a course requirement. Class members should familiarize themselves with the required readings prior to class.

Class participants have a responsibility to others to participate, and maximum class participation is key to the success of the course. Participants are also encouraged to bring to the attention of the class relevant items of interest, including readings, newspaper articles, movies, and so forth.

2. Individual Assignments. Class participants will submit three brief papers, generally four pages in length. Following is a summary and due date for each assignment. See “Course Documents” for detailed information about assignments.

2a. Individual Assignment 1. Human Resources Strategic Alignment. Due August 26, 2008.

Like other organizations, healthcare organizations face the challenge of ensuring that their human resource management practices are aligned with the goals and strategies of the organization. That is, just as financial practices need to support the organization, HR practices strategies and processes need to consistently support the organization.

The purpose of this assignment is to assess the extent to which HR practices support -- or do not support -- the goals of the organization. Jeffrey Pfeffer, in *The Human Equation*, provides a suitable way to think about the relationship between HR practices and organizational strategies (see chapter 4, reproduced on Blackboard). While an alignment diagnosis is best done by many people in the organization, this exercise asks you to conduct your own assessment of the fit between HR strategies and organizational strategies. The following steps mirror the steps Pfeffer describes:

- a) Select an organization that will be the focus of your analysis. It should be one with which you have some familiarity.
- b) Describe the organization's strategy or strategic intent.
- c) Determine what skills and behaviors are necessary to implement the strategy or strategies. For purposes of this assignment, you might limit this to five skills and behaviors.
- d) List the following human resource management practices: *employee selection, compensation, and training*. For each of these HR management practices, describe the extent to which you would expect it to produce or fail to produce each of the skills and behaviors identified. Also, summarize this information in a chart (see chart in Pfeffer reference) Looking at all of the HR practices as a group, describe the extent to which these practices are consistent with each other.

The text portion of this assignment should be no more than 4 pages in length (double-spaced, 11-12 font). Illustrative diagrams are not necessary, but if used are not considered to be part of the text.

2b. Individual Assignment 2. Due September 23, 2008. Case Analysis. This case analysis is based on Case 1 in Fried & Fottler: "Reduction in Force at Sierra Veterans Affairs Medical Center. Limiting your response to four pages, address the five questions on page 508.

2c. Individual Assignment 3. Due November 6, 2008. Reducing Patient-to-Nurse Staffing Ratios. Using the Experiential Exercise on page 420 of Fried & Fottler as a guide, respond to the three questions (4 pages double-spaced maximum).

3. Group Presentation and Facilitation. Each member of the class is assigned to a group to conduct a presentation and facilitate a single class during the semester. Each group should consult with the instructor about the goals, content, and approach of the presentation. Further details will be provided.

4. Examinations. Two examinations will be of the short essay type and will be drawn from

classroom discussion and reading material.

3. Team Project. Each individual in the class will work on a team project with a healthcare organization in the area. Arrangements have been made with the human resources executives of several healthcare organizations, and specific projects have been identified that are of importance to the organization and relevant to the course. Details about these projects will be provided in class. A final report should be submitted no later than the final day of exam week. Class participants will summarize their projects in a poster session to be held on the last day of class. Team members will complete an evaluation of the participation of each member of their group.

Further details about deliverables and grading will be discussed in class.

Cell Phones and Laptops

Turn off cell phones in class and during exams. Laptops may be used in class only for taking notes and for looking up information relevant to the topic being discussed.

Evaluation Method

Grade Components

Component	% of Grade
Individual Assignments (6% each)	18%
Team Project	30%
Class Facilitation	15%
Exam I	15%
Exam II	15%
Participation in Class	7%
TOTAL	100%

Grading Scale

95 or above (H)
 90-94 (H-)
 85 to 89 (P+)
 80 to 84 (P)
 75 to 79 (P-)
 70 to 74 (L+)
 65 to 69 (L)
 60 to 64 (L-)
 Below 60 (F)

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

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.
