I. Course Description
PubH7551, Principles of Management in Health Services Organizations, is a required course in the Executive MHA curriculum. The course draws primarily from the fields of organizational theory and behavior to equip associates with management and leadership competencies that enable them to make a positive difference in their work organizations and in the health and healthcare of patients and populations.

In the course we develop and apply four major views of organizations, referred to as frames, that encompass much of existing theory and research on organizations: 1) a structural frame, which highlights the rational side of organizations; 2) a human resource frame, which emphasizes the human side; 3) a political frame, which underscores power, conflict, and negotiation; and 4) a symbolic frame, which examines the culture of organizations. The course will begin by viewing healthcare organizations through each of the four frames separately. In the long run, the goal is to be able to use all four, simultaneously. Applications to the topics of leadership and change management in healthcare delivery organizations are stressed.

II. Course Prerequisites
Executive MHA student or instructor’s consent.

III. Course Goals and Objectives
The course has eight major goals. Learning objectives linked to the goals are listed for each lesson (week) of the course on the course website.

After completing this course, associates will be better able to:

1) Structure activities, units, and groups in healthcare delivery settings so that they are more productive;
2) Identify and apply best practices in human resources management in healthcare delivery settings;
3) Diagnose and use sources of power and political skills in healthcare delivery settings;
4) Diagnose and use healthcare organizational culture as a managerial lever;
5) Use alternative mental frames to analyze and manage organizational behavior in healthcare delivery settings;
6) Espouse a personal management and leadership philosophy;
7) Work effectively in teams; and
8) Communicate clearly and concisely in writing.

The eight learning objectives are mapped to leadership competencies of the National Center for Healthcare Leadership (http://www.nchl.org/Documents/NavLink/NCHL_Competency_Model-full_uid892012226572.pdf) in the following table.

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Leadership Competencies Most Influenced by Learning Objective*</th>
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</table>
| 1. Structure activities, units, and groups in healthcare delivery settings so that they are more productive. | 16: ORGANIZATIONAL AWARENESS  
16.1. Uses formal structure  
16.2. Applies understanding of informal structure  
16.3. Adapts actions to climate and culture  
16.4. Considers priorities and values of multiple constituencies  
18: PROCESS MANAGEMENT AND ORGANIZATIONAL DESIGN  
18.3. Evaluates organization structure and design  
18.4. Understand the basics of organization governance |
| 2. Identify and apply best practices in human resources management in healthcare delivery settings. | 9: HUMAN RESOURCES MANAGEMENT  
9.3 Aligns human resource functions with strategy |
| 3. Diagnose and use sources of power and political skills in healthcare delivery settings. | 10. IMPACT AND INFLUENCE  
10.4 Calculates impact of actions or words  
10.5 Uses indirect influence  
10.6 Use complex influence strategies |
| 4. Diagnose and use healthcare organizational culture as a managerial lever. | 16: ORGANIZATIONAL AWARENESS  
16.2. Applies understanding of informal structure  
16.3. Adapts actions to climate and culture |
| 5. Use alternative mental frames to analyze and manage organizational behavior in healthcare delivery settings. | 3: ANALYTICAL THINKING  
3.1 Breaks down problems  
3.2 Identifies basic relationships  
3.3 Recognizes multiple relationships  
3.4 Develops complex plans or analyses |
| 6. Espouse a personal management and leadership philosophy. | 23: SELF-DEVELOPMENT  
23.4 Pursues long-term personal development |
| 7. Work effectively in teams. | 5: COLLABORATION |
| 5.1. Conducts work in a cooperative manner  
5.2. Expresses positive attitudes and expectations of team or team members  
5.3 Solicits input  
5.4 Encourages others  
5.5 Builds team commitment |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Communicate clearly and concisely in writing.</td>
<td></td>
</tr>
</tbody>
</table>
| 6: COMMUNICATION SKILLS  
6.1. Uses generally accepted English grammar  
6.2 Prepares effective written business cases or presentations |

### IV. Methods of Instruction and Work Expectations

This course consists of seven one-week lessons, to be completed in sequence. All lessons will be accessible at the beginning of the course, so that associates can read and prepare ahead if they wish, but small group forum and class forum assignments must be completed during the week specified. The course is preceded by a two-hour, on-campus introduction and overview. (Associates who miss the on-campus session should review the posted material.) Lessons typically consist of readings, an optional audio-supplemented PowerPoint slide presentation, a class forum, and a written assignment. Lessons begin Mondays of each week, with assignments due by 8:00 a.m. of the following Monday.

Associates are expected to complete readings and assignments on time and to actively participate in online forums. Associates will be assigned to a small group for small group forums. During small group forum weeks, the assigned readings should be completed early in the week, and associates are required to log in by 8:00 a.m., Thursday in order to fully participate in the group discussion.

The instructor is expected to post grades within one week of due dates and to respond to emails or voicemails within one day. Teaching assistants may do preliminary grading of some assignments. Grades are not final until reviewed by the instructor. All course participants are expected to treat each other with respect and a positive spirit of inquiry.

### V. Course Text and Readings


### VI. Course Outline/Weekly Schedule

#### On-Campus Session: Getting Started

**Required Resources:** *Reframing Organizations*, chapters 1-2, pp. 3-40.


Assignment (Individual, Ungraded): Complete the self-assessment survey, “Leadership Orientations.” Associates who miss the on-campus session should complete the self-assessment and review the slides posted on the course Moodle website.

#### Lesson 1, March 23 - March 29: The Structural Frame

**Required Resources:** *Reframing Organizations*, chapters 3-5, pp. 43-112.


**Optional Resources:** Optional Lecture (20 minutes)
E. Dishman, “Eric Dishman: Health Care Should Be a Team Sport” (15 minutes, 59 seconds, April 11, 2013). Example of effect of changing environment, particularly technological environment, on healthcare delivery. Available at: https://www.youtube.com/watch?v=VT3XyORCFDA


Assignment 1 (Individual) due 8:00 a.m., March 30

Lesson 2, March 30 - April 5: The Structural Frame: Case Application

Due to Small Group Forum/Report requirements, log in to your Small Group Forum by 8:00 a.m. Thursday of this Lesson week.


Optional Resources: J. Toussaint, “An Open and Honest Culture at Thedacare, a Lean Story” (3 minutes, 46 seconds, July 14, 2012). Dr. Toussaint plays a major role in the ThedaCare case. Available at: https://www.youtube.com/watch?v=UKBTpofwyU0


Assignment 2 (Small Group Forum/Report) due 8:00 a.m., April 6

Lesson 3, April 6 - April 12: The Human Resource Frame

Required Resources: Reframing Organizations, chapters 6-8, pp. 115-182.

Q. Studer, “Principle 5: Focus on Employee Satisfaction,” chapter 7 (pp. 139-165) in Hardwiring Excellence (Gulf Breeze, FL: Fire Starter Publishing, 2004).


Optional Resources: Optional Lecture (19 minutes)


Assignment 3 (Individual) due 8:00 a.m., April 13

Lesson 4, April 13 - April 19: The Human Resource Frame: Case Application

Due to Small Group Forum/Report requirements, log in to your Small Group Forum by 8:00 a.m. Thursday of this Lesson week.


Optional Resources: B. James, “We Count Our Successes in Lives” (51 minutes, 17 seconds, May 19, 2014). Available at: https://www.youtube.com/watch?v=vHSjgsJVEk. Dr. James plays a major role in the Intermountain case. View from 37:20 to 44:10 (about 7 minutes) for an example related to the case.

Optional Open Forum
Assignment 4 (Small Group Forum/Report) due 8:00 a.m., April 20

Lesson 5, April 20 - April 26: The Political and Symbolic Frames

Required Resources: *Reframing Organizations*, chapters 9-10, pp. 185-223; chapters 12-14, pp. 245-301.


Optional Resources:

Optional Lecture (19 minutes)


Cleveland Clinic, “Empathy: The Human Connection to Patient Care” (4 minutes, 23 seconds, February 27, 2013). Available at: https://www.youtube.com/watch?v=cDDWvj_q-o8. This clip is referenced in the Lee and Cosgrove article.

Assignment 5 (Individual) due 8:00 a.m., April 27

Lesson 6, April 27 - May 3: Leadership and Change: Case Application


Optional Resources: J. Clough, “AHA_YT Jeanette Clough HD-WEB.wmv” (1 minute, 44 seconds, May 9, 2011). Meet the subject of the Jeanette Clough case. Available at: https://www.youtube.com/watch?v=DXcOF8AOwUk

K. Kizer, “Kenneth Kizer: Achieving Integrated Care” (7 minutes, 34 seconds, May 29, 2012). Meet the subject of the Veterans Health Administration case. Available at: https://www.youtube.com/watch?v=XkAet9bi25E

Assignment 6 (Individual) due 8:00 a.m., May 4

Lesson 7, May 4 - May 10: Leadership and Change: Personal Application

Due to Class Forum requirements, post to the Class Forum by 8:00 a.m. Thursday of this Lesson week.

Required Resources: *Reframing Organizations*, chapter 21, pp. 431-434.


Assignment 7 (Class Forum) due 8:00 a.m., May 11

VII. Evaluation and Grading

There are four individual assignments (Assignments 1, 3, 5, 6) requiring a written application of the readings and a brief online presence. There are two small group forum/reports (Assignments 2, 4) and one final class forum (Assignment 7).

Components of the final grade are weighted as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Assignment 1 (Individual)</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment 2 (Small Group Forum/Report)</td>
<td>10%</td>
</tr>
<tr>
<td>Assignment 3 (Individual)</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment 4 (Small Group Forum/Report)</td>
<td>10%</td>
</tr>
<tr>
<td>Assignment 5 (Individual)</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment 6 (Individual)</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment 7 (Class Forum)</td>
<td>15%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Assignments completed late without prior permission are penalized 10% for each day or portion of a day late. The final grade is the weighted average of the components. All students are evaluated on the basis of the same assignments – there is no “extra credit” work. The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94.00 - 100.00%</td>
<td>(4.0) achievement that is outstanding relative to the level necessary to meet course requirements</td>
</tr>
<tr>
<td>A-</td>
<td>90.00 - 93.99%</td>
<td>(3.67)</td>
</tr>
<tr>
<td>B+</td>
<td>87.00 - 89.99%</td>
<td>(3.33)</td>
</tr>
<tr>
<td>B</td>
<td>84.00 - 86.99%</td>
<td>(3.0) achievement that is significantly above the level necessary to meet course requirements</td>
</tr>
<tr>
<td>B-</td>
<td>80.00 - 83.99%</td>
<td>(2.67)</td>
</tr>
<tr>
<td>C+</td>
<td>77.00 - 79.99%</td>
<td>(2.33)</td>
</tr>
<tr>
<td>C</td>
<td>74.00 - 76.99%</td>
<td>(2.0) achievement that meets the course requirements in every respect</td>
</tr>
<tr>
<td>C-</td>
<td>70.00 - 73.99%</td>
<td>(1.67)</td>
</tr>
<tr>
<td>D</td>
<td>60.00 - 69.99%</td>
<td>(1.0) achievement that is worthy of credit even though it fails to meet fully the course requirements</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60.00%</td>
<td>represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I</td>
</tr>
<tr>
<td>S</td>
<td>Represents achievement that is satisfactory, which is equivalent to a C- or better.</td>
<td></td>
</tr>
</tbody>
</table>

For additional information, please refer to:
http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html

Course Evaluation

Student course evaluations are collected electronically using a software system called CoursEval:
www.sph.umn.edu/courseval. The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades:
www.sph.umn.edu/grades. All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our
work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

Incomplete Contracts
A grade of incomplete "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student’s college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: www.sph.umn.edu/grades.

University of Minnesota Uniform Grading and Transcript Policy
A link to the policy can be found at onestop.umn.edu.

VIII. Other Course Information and Policies

Grade Option Change (if applicable)
For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at onestop.umn.edu.

Course Withdrawal
Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at sph-ssc@umn.edu for further information.

Student Conduct Code
The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: Student Conduct Code. To review the Student Conduct Code, please see: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf.

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

Use of Personal Electronic Devices in the Classroom
Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

Scholastic Dishonesty
You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code:
If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: http://www1.umn.edu/oscai/integrity/student/index.html. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class—e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

**Makeup Work for Legitimate Absences**
Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html.

**Appropriate Student Use of Class Notes and Course Materials**
Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html.

**Sexual Harassment**
"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf.

**Equity, Diversity, Equal Opportunity, and Affirmative Action**
The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf.

**Disability Accommodations**
The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 or ds@umn.edu to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, https://diversity.umn.edu/disability/.

**Mental Health and Stress Management**
As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: http://www.mentalhealth.umn.edu.
The Office of Student Affairs at the University of Minnesota
The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.

Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development – Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

For more information, please see the Office of Student Affairs at http://www.osa.umn.edu/index.html.

Academic Freedom and Responsibility: for courses that do not involve students in research
Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

*Language adapted from the American Association of University Professors, “Joint Statement on Rights and Freedoms of Students.”

Template update 6/2014