HUMAN RESOURCES MANAGEMENT FOR HEALTH CARE ORGANIZATIONS: Part II – Advanced Issues

HPAM-GP.4836 - HUMAN RESOURCES MANAGEMENT FOR HEALTH CARE ORGANIZATIONS: Part II – Advanced Issues

COURSE SYLLABUS – Spring - 2014

Faculty: Prof. Sarah Gurwitz

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Office hours by appointment; students are encouraged to e-mail faculty at any time.

Meeting Times: Mondays, 4:55 pm – 6:35 pm

March 31, 2014 – May 12, 2013

Location: Room 433 Building WAVE

Credits: 2 points

Pre-requisites: HPAM-GP 4835 – Human Resources Management for Healthcare – Part 1 Principles

COURSE SUMMARY AND OBJECTIVES

This is a 2 credit course; it is Part II of a two-part course. Part I is required for health management students and recommended for health policy and finance students. Part II is an elective course for students interested in studying in greater depth selected topics/issues in human resources management in health care organizations.

Part II (HPA-GP.4836) explores deeper into important topics in human resources planning, competency models, compensation and benefits programs, equal employment practices, legal and regulatory compliance, labor relations/collective bargaining and workforce safety.

KEY COMPETENCIES ADDRESSED IN THIS COURSE

- The ability to align human resource capacity and human resource practices and processes with the strategic goals of an organization
- The ability to manage people; to lead and transform health care organizations; and teach, coach, and mentor a diverse and changing workforce
· The ability to understand and apply legal and ethical principles when leading health care organizations
· The ability to communicate and interact productively (via listening, speaking and writing) on matters of healthcare with a diverse and changing industry, workforce and citizenry
· The ability to present convincingly to individuals and groups the evidence to support a point of view, position or recommendation.
· The ability to implement management practices that optimize workforce performance

MAJOR LEARNING OBJECTIVES

Through the text readings, journal articles, case presentation and discussion, and student presentations students will acquire the ability to:

- Create executive decision-making strategies, as applied to human resources management
- Establish organizational workforce plans, in alignment with organizational goals and objectives
- Establish staff training and development programs, in alignment with organizational goals and objectives
- Implement successful recruitment and retention processes
- Evaluate workforce productivity
- Understand and value the strategic role of human resources management in a health care organization
- Understand and value the role of human resources in effectively managing organizational transformation
- Understand and value the impact of workforce diversity and globalization on health care organizations

ACADEMIC INTEGRITY

The Mission of NYU Wagner is:

… to be a path-breaking leadership school of public service, with a faculty of thought leaders who re-frame the way people understand and act on issues of public importance, and graduates who are bold, well-prepared change makers who expertly navigate real-world complexity and produce results that matter.

Academic Integrity is vital to this mission, to education at NYU Wagner and membership in the Wagner community.

It is a core value. It forms the foundation of trust among students, and between students and teachers. Cheating has no place in our community. Academic dishonesty or other offenses against the community are not individual acts affecting only the individuals involved. Cheating violates our communal trust in each other; it is an offense against our community of scholarship. If tolerated, it undermines all we stand for. Honesty matters at Wagner, just as it does in the broader world of public service.

It is a shared value. Administration, faculty and students each play a vital part in promoting, securing and nurturing it. I invite you to visit the NYU Wagner website and review our Academic Code and Academic Oath (www.wagner.nyu.edu/current/policies), as well as the Wagner Student Association’s Code of Professional Responsibility. If at any time you have a question about Academic Integrity or suspect a violation of our code, seek guidance from any member of the faculty or administration.

It is a promoted value. It is incumbent on all members of the community to promote it, through scholarship, responsible participation in School events, assistance to other community members who are struggling with it, and by upholding the codes of the school and the Wagner Student Association.
Included below is a list of resources for understanding and avoiding plagiarism:

- "Plagiarism: What is It and How to Recognize and Avoid It," The Writing Center at Indiana University, [www.indiana.edu/~wts/wts/plagiarism.html](http://www.indiana.edu/~wts/wts/plagiarism.html)
- “Principles Regarding Academic Integrity, Northwestern University, [www.northwestern.edu/uacc/plagiar.html](http://www.northwestern.edu/uacc/plagiar.html)
- “Sources, Dartmouth College, [www.dartmouth.edu/~sources/contents.html](http://www.dartmouth.edu/~sources/contents.html), and [www.aug.edu/sociology/plagiarism.html](http://www.aug.edu/sociology/plagiarism.html)

**REFERENCE CITATION**

- For research resources regarding appropriate citation of the many different sources you will use in your work, see Writing on the NYU/Wagner webpage, under "Current Students/Academic Services."
- The use of the AMA Manual of Style is recommended for reference citation. A quick reference guide to this style is posted on Blackboard.

**COURSE TEXTS AND RECOMMENDED READINGS**


**COURSE SESSIONS**

**Session I – March 31, 2014**

- Course Introduction
- Graded Assignment
  - Team presentation
- Individual report component Developing an approach to total compensation
  - Pay
    - Variable and performance-based compensation
  - Benefits
  - Flex schedules and workplace
  - Services
- Case presentations and discussion

**Readings:**

Session II – April 7, 2014

Continued from Session 1 - April 1

- Individual report component Developing an approach to total compensation
  - Pay
    - Variable and performance-based compensation
  - Benefits
  - Flex schedules and workplace
  - Services
- Case presentations and discussion

Readings:


Session III – April 14, 2014

- Diversity in healthcare
- Globalization and the health care workforce
- Case presentation and discussion
  - Case Study: The Cultural Diversity Training Program

Readings:


Session IV – April 21, 2014

- Unionization and collective bargaining
- Case presentations and discussion
  - Experiential Exercises: Chapter 14, pages 385-387 - Fried & Fottler text

Readings:


Session V – April 28, 2014

- Redefining the good employee
- Effective interviewing and selection
- Making employees successful & effective
- Performance feedback
- Case presentations and discussion

Readings:

- Hoevermeyer VA. High impact interview questions: 701 behavior-based questions to find the right person for every job. New York, NY: American Management Association; 2006. – Chapters 1, 2, 4.
- The case of The Beekeepers and their Bees, NYU Classes

Session VI – May 5, 2014

- Workplace safety and health
- Case presentation and discussion

Readings:


Session VII – May 12, 2014 Final Class

- Assignment Due
  - PRESENTATIONS
  - Paper

COURSE ASSIGNMENT

There is a single graded assignment for the course, which consists of two parts and two grades (one for oral presentation and one for written presentation).

The Assignment - Creating a Healthcare Workforce of the future

The AHA Study - Workforce 2015: Strategy Trumps Shortage, dated January 2010, identifies 10 Recommendations Healthcare organizations should consider in ensuring an adequate number of well trained staff now and for the future.

The first part of the assignment is to study one of the recommendations identified in the report, the study should include at a minimum:
· A review of the current literature related to the recommendation,

· An interview of either a Human Resource Manager or a Manager/Leader in a healthcare organization to determine how the recommendation is affecting their organization and if not, what are the challenges the recommendation presents for their organization,

· Your recommendation as to how a Healthcare Leader can implement the AHA recommendation. This segment should include your recommendation on implementation as well as a discussion of the arguments opposing their recommendation.

The Second part of the assignment is to make a formal presentation to the class, as if you were presenting to a Senior Leader in Healthcare as to why they should implement one of the AHA recommendations.

**Grading Criteria**

- Papers and presentations will be scored on a scale of 1-3 (3= Excellent; 2.5-2.9= above average; 2.0-2.5= average; 1.0-1.9= below average; <1.0= not acceptable) on the following elements:
  
  o The topic is well researched and there is evidence of a review of relevant literature
  
  o The arguments are well reasoned
  
  o The topic is adequately described
    
    § Adequacy of delivery (for presentation)
    
    § Well written and well-organized (for report)

**COURSE GRADING**

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<tr>
<th>Grading Weight:</th>
<th>%</th>
<th>Due</th>
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<tr>
<td>Assignment #1 -Oral Presentation</td>
<td>40%</td>
<td>Session 7 – May 12, 2014</td>
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<tr>
<td>Assignment #1 -Written Position Paper</td>
<td>40%</td>
<td>Session 7 – May 12, 2014</td>
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<tr>
<td>Class participation</td>
<td>20%</td>
<td>Ongoing</td>
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**AHA Study - Workforce 2015: Strategy Trumps Shortage**

**RECOMMENDATIONS**

In a tight labor market, the keys to maintaining an adequate workforce by number and skill are:

- Redesigning work processes and introducing new technologies to increase efficiency, effectiveness, and employee satisfaction,

- Retaining existing workers, including those able to retire, and
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| **1** | • Attracting the new generation of workers.  
  **B** The workforce challenges and strategies facing hospitals require leaders who:  
  a. Have an appetite for leading change,  
  b. Actively cultivate an engaged workforce,  
  c. Are willing to be early adopters of innovative workforce practices, and  
  d. Welcome the new generations to their organizations.  
  **C** To help address the workforce needs of hospitals, the Society for Healthcare Strategy and Market Development should develop an initiative—e.g., template, seminar, or webinar—demonstrating how to integrate workforce strategies in the hospital’s overall strategic, business, and service-line plans. |
| **2** | Hospitals need to develop new work models that increase efficiency, workforce satisfaction, and patient outcomes. Proven process improvement strategies developed by firms outside of health care may expedite efforts to improve performance. |
| **3** | Hospitals need to help staff develop the skills necessary to work effectively in teams. |
| **4** | To provide care with a smaller workforce, hospitals need to increase the involvement of patients and families in the care process, including home- and community-based services. |
| **5** | **A** Hospitals and their associations need to continuously assess whether changes in payment, scope of practice regulations, and work practices are reinforcing the current occupational patterns or encouraging new caregiver occupations and task allocations.  
  **B** To achieve flexible, efficient work designs, accreditors, regulators, and educational programs must place greater emphasis on outcomes and less emphasis on structural or process requirements.  
  **C** Hospitals need to work with colleges and universities to help educational institutions rapidly transform their traditional degree programs (1) to meet the requirements of new and evolving work models and (2) to provide the critical thinking skills necessary to work with the increasingly sophisticated technology of contemporary medical care. |
| **6** | **A** In identifying, developing and appointing managers, hospitals need to give increased attention to the person’s understanding of, appreciation for, and effectiveness with the multiple workforce generations.  
  **B** To accommodate the preferences of the multiple workforce generations, hospitals need to replace traditional human resources policies which were applied uniformly to all workers with policies and programs that include flexibility and choices. |
| **7** | Hospitals need to work with employees approaching retirement age to identify attractive options regarding roles, schedules, and benefits for continuing to work full- or part-time. |
| **8** | Hospitals need to evaluate their organizational cultures and assess their attractiveness to the full diversity of their workforce, including young people entering the workforce. |
| **9** | Given the generational differences in dress, cosmetics, body art, and communication patterns, hospitals need to orient young workers to the expectation of patients and staff from the traditional, baby boomer, and Y generations as well as to differences in expectation by gender, race, and ethnicity. This should include more substantial orientation and mentoring programs as well as clear policies and guidelines for access to and use of internet sites, including social networking sites.  
  **The American Society for Healthcare Human Resources Administration should complement its current**
project on human resource metrics with a new initiative focused on metrics for new work roles and a new workforce.