PubH 6751-321 (MPH, Online for E-PHAP) (#86304)  
Principles of Management in Health Services Organizations  
Summer 2015  
Credits: 2  
Meeting Days: July 6 – August 23, 2015  
Meeting Place: online at Moodle 2.6

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I. **Course Description**

Management consists of the interlocking functions of

1. Defining a goal, and
2. Organizing and directing resources in order to achieve that goal.

In this course we will focus on organizing and managing resources. Other important aspects of management will be covered in other E-PHAP courses:

- Leadership (PubH 6727)
- Planning and Budgeting (PubH 6755)
- Continuous Quality Improvement (PubH 6765)

This section of PubH 6751 has been adapted for E-PHAP students: it focuses on advanced management issues in public and population health settings (typically not-for-profit or public organizations).

Please read the Course Syllabus carefully. You are responsible for knowing this information. Important due dates are in the syllabus and on the Moodle site. Course learning objectives are listed in the syllabus; lesson objectives are on the Moodle site.

II. **Course Objectives**

After completing the course, students will be better able to

1. Describe their own strengths and weaknesses in management.
2. Define management, social entrepreneurship, project management, systems science, wicked problems
3. Use conflict resolution techniques.
4. Create an employee development plan.
5. Manage groups.
6. Create a project management plan for a complex project.
7. Describe complexity.
8. Manage change.
9. Develop a specific management competency of their choice.
10. Use writing skills to communicate clearly and concisely.

III. **Course Prerequisites**

PubH 6751 is a required course in the E-PHAP MPH curriculum. There are no prerequisites.

IV. **Methods of Instruction and Work Expectations**

This course consists of seven one-week sessions, to be completed in sequence, beginning on the Monday of each week. Lessons generally consist of readings and
videos, an optional audio-supplemented PowerPoint slide presentation, a written assignment, and feedback to fellow students via the discussion thread. In week 7, students can choose one of several management modules.

Assignments are due by midnight CDT of the final day (Sunday) of each week.

Because we learn from each other, most of the assignments will be posted to the discussion board so that everyone can see them. Some of the information we will share is sensitive and should not be discussed or shared outside of class.

I will respond to emails and telephone messages within 24 hours. Assignments (posts, responses, and submitted assignments [project plan and final assignment]) will be graded within one week of the scheduled due dates (see below for the grading rubrics). If you have questions about grades, please contact me.

V. Assignment Types and Grading Rubrics

There are three types of assignments in this class.

1. Posting a narrative/problem on the discussion board or submitting via Moodle assignment upload
   a. Week 1 – Management Problem (post)
   b. Week 2 – Conflict Narrative (post)
   c. Week 3 – Employee Development Plan (post)
   d. Week 4 – Book Review (post)
   e. Week 6 – Change Narrative (post)
   f. Week 7 – “Choose your own competency” deliverable (submit)

2. Responding to other students’ posts on discussion board
   a. Week 2 – Respond to Management Problem (post)
   b. Week 3 – Respond to Conflict Narrative (post)
   c. Week 4 – Respond to Employee Development Plan (post)

3. MPH degree project management plan (Week 5; uploaded)

Here is the grading rubric for assignments that require writing (types 1 and 2):
<table>
<thead>
<tr>
<th></th>
<th>Exemplary (Full points)</th>
<th>Satisfactory (High partial points)</th>
<th>Unsatisfactory (Low partial points)</th>
<th>Unacceptable (0 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Insight</strong></td>
<td>Written content is original, is thought provoking and analytic, stimulates inquiry and investigation.</td>
<td>Written content is acceptable but is more descriptive than analytic.</td>
<td>Written content is vague, is incomplete, or demonstrates a low level of thinking.</td>
<td>Written content is inappropriate.</td>
</tr>
<tr>
<td><strong>Timeliness</strong></td>
<td>Written content is submitted by deadline.</td>
<td>Written content is submitted after the deadline, but with permission.</td>
<td>Written content is submitted after the deadline without getting permission from the instructor.</td>
<td>Nothing is submitted.</td>
</tr>
<tr>
<td><strong>Course content</strong></td>
<td>Written content effectively incorporates concepts from the course.</td>
<td>Written content incorporates course concepts superficially.</td>
<td>Written content does not incorporate course concepts.</td>
<td>Written content does not relate to topic.</td>
</tr>
</tbody>
</table>

The grading rubric for the Project Plan can be found under Week 5.

**VI. There is no course textbook but...**

There is no required textbook because I haven’t been able to find one that really works well for this class. However, you will need to buy (or acquire) two things:

- **StrengthsFinder.** [https://www.gallupstrengthscenter.com/](https://www.gallupstrengthscenter.com/) $9.99. This is an online self-assessment used to identify strengths that can be exploited to improve your management ability. If you have previously taken StrengthsFinder for another purpose, and still have the report, you can use it to write the 1st week’s assignment or you can do an alternate management strengths assessment provided by Dr. Wurtz.

- **Management Bookshelf.** Choose one book about management that you’ve always wanted to read. We will define management broadly here, including time management, self-improvement in the workplace, and biographies of great managers. A list of suggestions can be found on the Moodle site under
Assignment 1.1; you can also ask managers you admire to recommend a book. You don’t need to buy the book if it’s already gathering dust on the bookshelf at home, if you can borrow it, or if you can get it at the library. In week 4, you’ll review the book for your classmates.

VII. Weekly Schedule

Week 1: July 6-July 12: Managing strengths

Required

☐ Introduction PowerPoint [on Moodle site]
☐ Dees G. The meaning of “social entrepreneurship.” Center for Social Innovation. Stanford Graduate School of Business. [Annotated .pdf on Moodle site]

I’m trying something a little different with some of the readings this semester. I am going to annotate them (highlight and comment on the portions that I want to direct your attention to). Let me know if this helps guide your reading.


Each Sunday in the New York Times, a CEO or high-level manager talks about his/her “management journey.” The discussion is often very insightful. Take a look at one or more from the last few weeks.

Optional

☐ Weekly survey: the weekly optional survey question is supposed to be fun and anonymous. I will compile the answers toward the end of each week and share with the group.

In a few words, describe your worst manager ever. Click on link on Moodle site to respond to the question.


Assignment on next page.
Assignment 1: Management Competencies Self-Assessment and Management Problem

1.1 Management book shelf
Choose a management book to read for the Management Bookshelf assignment. There are some recommendations on the Moodle site, or you can choose another. The report is due in Week 4; a suggested outline for the report can be found in the week 4 section of the syllabus and Moodle site. On the Management Bookshelf discussion thread, create a discussion thread with the title of your book (that’s all you need to do for this week). If more than two people are already reading the book you choose, I urge you to choose another one.

1.2 Take the StrengthsFinder test, and review the report they send you. If you have previously taken StrengthsFinder for another purpose, and still have the report, you can use it to write the 1st week’s assignment or you can do an alternate management strengths assessment (Competing Values) provided on the Moodle site by Dr. Wurtz.

1.3 Describe a management problem (either current or from your experience) that you would like feedback from your peers on—either a problem that you are managing or in which you are being managed. The problem can be at work, in a hobby or interest group, in a church/synagogue/mosque organization, at school (e.g., a management problem associated with a fundraiser). It should be ≤ 350 words. By management problem, I mean a problem in defining a goal or a problem organizing and directing resources to achieve that goal.

Refer to your strengths as determined by StrengthsFinders (or Competing Values) to address why this is a management problem for you.

Change names and details if you want the situation to be confidential. Classmates, please do not share recognizable details of the problem outside of this online setting.

Write as clearly and succinctly as possible - more words do not necessarily make a post better. Read and edit your posting before submitting it.

To post your management problem to the discussion thread, click the "Add a new discussion topic" button and then type or cut and paste your post.

The posted assignments (1.1 and 1.3) are due by midnight CDT on Sunday, July 12.

Next week, your peers will provide feedback on your management problem.
Week 2: July 13-July 19: Managing conflict + Negotiation

Required

☐ Conflict + Negotiation PowerPoint [on Moodle site]


☐ Crucial Conversations summary

Crucial Conversations is a book and a program that describes specific tools and a framework in which to manage difficult, angry, complex discussions. Like any “program,” it has strengths and weakness. I didn’t want you to buy the whole book, so please read this summary: [hyperlink on Moodle website]

http://www.davidmays.org/BN/PatCruc.html

The book is one of the choices on the Management Bookshelf, so if you find this really useful, you might want to change your choice for the book review.


Optional

☐ I avoid conflict at work at all costs. Agree/Disagree

☐ How to manage difficult but talented employees http://www.forbes.com/sites/victorlipman/2012/03/28/how-to-manage-difficult-but-talented-employees/


Fascinating interview (both audio and transcript versions are available) with Jane Docherty, who has studied the use of negotiation in unstable and intractable situations (I think of environmental disputes and immunization deniers). If you have time, I highly recommend it.
Office conflict as portrayed on “The Office:"
https://www.youtube.com/watch?v=5SnSzo4AbRI

Negotiation as portrayed on “30 Rock:"
https://www.youtube.com/watch?v=a7-eoiY4bOo

Assignment 2. Conflict Mode Self-Assessment, Narrative, and Response to Last Week’s Management Problem

2.1 Conflict mode self-assessment (this will take about an hour)
Complete the Thomas Kilman Conflict Mode Instrument (available at the link on the Moodle page). It helps to print the first 4 pages out. You do not need to share your findings of this self-assessment.

2.2 Conflict narrative
Describe a situation where your conflict management style either helped resolve or exacerbated a conflict. Incorporate content from the Thomas Kilman assessment. Describe the situation fully enough that your classmates can understand why the conflict occurred. Change names and details if you want the situation to be confidential. Classmates, please do not share recognizable details of the problem outside of this online setting.
Your post should be ≤ 350 words.
Next week, your peers will respond to your conflict narrative.

2.3 Respond to last week’s management problems
Respond to at least one other student’s management problem post from last week. Use what we have learned so far (management strengths, conflict management). You might comment on your own experience with a similar problem, or suggest other useful learning resources (for example, you might do a web search on other resources). A good response addresses the problem intelligently, engages rigorously with the assigned resources, and communicates respectfully with others in the course.
Your response should be ≤ 350 words.

Assignments 2.2 and 2.3 are due by midnight (CDT) on Sunday, July 19.

I’ve created two groups, Group A and Group B, to narrow down the number of discussion forum posts that you have to read and have the opportunity to reply to. You will be able to see the posts from the other group if you want, you just won’t be able to respond to them. You’ll see the group that you’re in when you try to post your first assignment, the Management Problem. The Management Bookshelf will be visible to all because it’s not something that you have to reply to.
Week 3: July 20-July 26: Mentoring and developing employees

One of your jobs as a manager is to develop your employees (we'll use employee as a generic term for someone you supervise and are in some way responsible for), and yet we often don’t take that responsibility seriously.

Required

- No PowerPoint this week
  
  You may need to sign in to HBR to view this one.
- Lipman V. Why employee development is important—and often neglected. Forbes Blog 1/29/2013 [.pdf on Moodle site]
- Suggestions for employee development opportunities. Adapted from http://hruncouncil.ca/hr-toolkit/learning-implementing.cfm [.pdf on Moodle site]

Optional

- Weekly survey question (look for link on Moodle page).

I do a pretty good job of developing employees/colleagues/residents to do the jobs I want them to do.

Agree / Disagree

- Stone D, Heen S. Thanks for the feedback: the science and art of receiving feedback well. Viking Press, 2014. [Order from your favorite bookseller.]

See Assignment on the next page.
Assignment 3. Development Plan + Response to Conflict Narrative

3.1 Professional Development Plan for an Employee

Identify an employee or supervisee (it doesn’t have to be someone you employ; it can be a resident in a training program, the director/employee of a non-profit where you sit on the board of directors, or, if necessary, a coworker; I will use the word “employee” to describe the person here) who needs to improve his/her performance at work. Describe what the employee is not doing well, and then propose a development plan for that employee. It’s okay if you don’t have control over that employee’s day-to-day work responsibilities; for the purpose of this exercise, pretend that you do. In your plan, you don’t need to be personally responsible for that employee’s development. In other words, you can suggest that the employee return to school to get a master’s degree, or be paired with a mentor in a different part of the organization, or study transcendental meditation. Incorporate, if necessary, some of the conflict management material we read last week. Summarize the employee’s problems and your plan in ≤ 350 words. Change names and details if you want the situation to be confidential. Classmates, please do not share recognizable details of the problem outside of this online setting.

Write as clearly and succinctly as possible - more words do not necessarily make a post better. Read and edit your posting before submitting it.

This is a rare chance to be absolutely frank about an employee’s limitations and how you would guide the employee to fix them.

Next week, your colleagues will respond to your employee professional development plan.

3.2 Respond to last week’s conflict narratives

Respond to at least one other student’s conflict narrative post from last week. Use what we have learned so far (management strengths, conflict management, employee development). You might comment on your own experience with a similar problem described by the other student, or suggest other useful learning resources (for example, you might do a web search on other resources). A good response addresses the problem intelligently, engages rigorously with the assigned resources, and communicates respectfully with others in the course.

Your response should be ≤ 350 words.

Assignments 3.1 and 3.2 are due by midnight (CDT) on Sunday, July 26.
Week 4: July 27-August 2: Teams and groups

We manage groups and teams all the time, whether we define it as “management” or not. We manage a meeting, we chaperone a group for our kid’s field trip, we organize a grant-writing group. Almost all important work is done and every important decision is made by a group. And yet we don’t pay much attention to optimizing group membership or performance. How can we do a better job when we manage a small “organization?”

Required

- Teams and groups PowerPoint [on Moodle site]
  It’s not what you think.
- Wujec T. Build a tower, build a team. TED Talks video, Feb 2010. 6 min, 51 secs. [Link on Moodle site.]
  The most successful teams
  1. Took an iterative approach.
  2. Had diverse skills in the group.
  3. Had tried and failed at the same task before.

- Remember: your Management Bookshelf review is due this week.

Optional

- Weekly survey question (look for link on Moodle page):

Creating high functioning teams is easier in the private sector than in the government sector.

I agree/ I disagree/I haven’t worked or managed in both so I can’t compare.

- How is your group project like the zombie apocalypse? [Link on Moodle site]
- Jackson P. Sacred hoops.
- Pritchard K, Eliot J. Help the helper.
Assignment 4

4.1 Management Bookshelf Book Review

Here is a general format for your book review.

1. One or two sentences on the purpose of the book.
2. What was useful? What parts do you agree with or disagree with? Is it boring, or well-written?
3. Up to three things you learned from the book
4. Up to three limitations to the book.
5. Would you recommend it to your classmates (or a subset of your classmates)? Why or why not?

The review should be \( \leq \) 350 words.

We will use a new discussion thread for your reviews. Please title your post with the name of your book.

4.2 Feedback on last week’s employee development plans.

Respond to at least one other student’s (in your group) Employee Development Plan. Use what we have learned so far (management strengths, conflict management, employee development, teams and groups, what you learned in reading your book). You might comment on your own experience with a similar problem described by the other student, or suggest other useful learning resources (for example, you might do a web search on other resources). A good response addresses the problem intelligently, engages rigorously with the assigned resources, and communicates respectfully with others in the course.

Your response should be \( \leq \) 350 words.

Assignments 4.1 and 4.2 are due by midnight (CDT) Sunday, August 2.
Week 5: August 3-August 9: Project management

Required

☐ Project Management PowerPoint [on Moodle site]

☐ The CDC Unified Process (UP) Practices Guide

The CDC has created a “unified process” (UP) for project management. This is an overview of their Project Management Plan. 

☐ CDC UP Project Management Templates

Take a look at their template page, and open 1 or 2 of the templates, just to get a sense of this resource. http://www2.cdc.gov/cdcup/library/templates/default.htm [Link on Moodle page]


Optional

☐ Weekly survey question (look for link on Moodle page):

Have you used project management software (like MS Project)?

Yes/No/I didn’t even know it existed.

☐ CDC. Project Management Workshop for Public Health Professionals Workbook [.doc on Moodle site.]

See Assignment on the next page.
# Assignment 5: Project Management Plan

Using Excel, please create a Project Management Plan for the remainder of your E-PHAP degree. You won’t share this with your classmates, so feel free to include what you want. Design your plan however you want, but please include:

- Each course, approximate start and finish dates (e.g., “January 2016” or “early September 2015”)
- Registration deadlines for each semester, if available
- Dates of on campus sessions, if available
- Field experience paperwork and performance dates
  - Waiver form completed and submitted by <date>, or
  - FE site identified by <date>
  - FE form submitted by <date>
  - FE, start and finish dates

- **Master’s project deadlines, both self-imposed and program**
  - Master’s project topic identified by <date>
  - Master’s project advisor identified by <date>
  - Proposal completed by <date>, etc.
  - Master’s project, start and finish dates

- Important dates (e.g., date for filing intent to graduate—again these can be approximate, like “middle of final semester,” “following completion of field experience,” etc)

- At least one competing project’s significant deadlines and milestones (e.g., “PHAB accreditation site visit,” “Sister getting married,” or “Medtronic Twin Cities Marathon,” or “Vacation in Florida, <start date> and <end date>”)

Use at least one term from the lecture (e.g., milestone, risk management, dependencies). Please consider design elements (color, font, etc) in your flow sheet. This is simply an example; you can design it however it makes sense to you.

<table>
<thead>
<tr>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class 1</strong></td>
<td><strong>Class 1</strong></td>
</tr>
<tr>
<td>Management class starts July 6</td>
<td>Management class starts July 6</td>
</tr>
<tr>
<td>Management class finishes August 21</td>
<td>Management class finishes August 21</td>
</tr>
<tr>
<td>Biostat class starts Sept 8</td>
<td>Biostat class starts Sept 8</td>
</tr>
<tr>
<td>Biostat</td>
<td>Biostat</td>
</tr>
<tr>
<td>Biostat ends Dec 16</td>
<td>Biostat ends Dec 16</td>
</tr>
<tr>
<td>CIQ starts Jan 19</td>
<td>CIQ starts Jan 19</td>
</tr>
<tr>
<td><strong>Class 2</strong></td>
<td><strong>Class 2</strong></td>
</tr>
<tr>
<td>Epi</td>
<td>Epi</td>
</tr>
<tr>
<td>Epi class finishes August 21</td>
<td>Epi class finishes August 21</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
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<tr>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Elective</td>
<td>Elective</td>
</tr>
<tr>
<td>Health Policy starts Jan 19</td>
<td>Health Policy</td>
</tr>
<tr>
<td><strong>Class 3</strong></td>
<td><strong>Class 3</strong></td>
</tr>
<tr>
<td>Data to Drive PH (starts on campus on Sept 16)</td>
<td>Data to Drive PH (starts on campus on Sept 16)</td>
</tr>
<tr>
<td>Public Health Law (starts on campus on Jan 7)</td>
<td>Public Health Law (starts on campus on Jan 7)</td>
</tr>
<tr>
<td><strong>On campus</strong></td>
<td><strong>On campus</strong></td>
</tr>
<tr>
<td>September 16-19</td>
<td>January 7-9</td>
</tr>
<tr>
<td><strong>Academic calendar dates</strong></td>
<td><strong>Academic calendar dates</strong></td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td><strong>Other</strong></td>
</tr>
<tr>
<td>Make hotel reservations for on campus session</td>
<td>Make hotel reservations for on campus session</td>
</tr>
<tr>
<td>Take equivalency test for biostat</td>
<td>Take equivalency test for biostat</td>
</tr>
<tr>
<td>Make hotel reservations for on campus session</td>
<td>Make hotel reservations for on campus session</td>
</tr>
<tr>
<td>Christmas at mom’s</td>
<td>Christmas at mom’s</td>
</tr>
<tr>
<td>Florida for vacation?</td>
<td>Florida for vacation?</td>
</tr>
</tbody>
</table>
Assignment 5: Project Management Plan (cont’d)

<table>
<thead>
<tr>
<th>Project Plan Grading Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full points (20)</strong></td>
</tr>
<tr>
<td>Includes the required elements from the list in the assignment. Include some concepts from the reading.</td>
</tr>
<tr>
<td>Covers all or almost all of the important deadlines and milestones</td>
</tr>
<tr>
<td>Thoughtful design, where visual elements (color, formatting, etc) contribute to understanding of project plan</td>
</tr>
</tbody>
</table>

I don’t care if the dates are exact; I would like to see a thorough plan that is well laid out and that incorporates some concepts from the reading.

Upload it using the Moodle submission tool under Assignment by midnight (CDT), Sunday, August 9, labeled YourLastName_Project_Plan

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Week 6: August 10-August 16: Change + Complexity

**Required**

- Complexity and change PowerPoint [on Moodle site]
- Gawande A. Slow ideas. The New Yorker. July 29, 2013 [Link on Moodle site]
Kanter RM. The happiest people pursue the most difficult problems. HBR. April 2013. [pdf on website, or at https://hbr.org/2013/04/to-find-happiness-at-work-tap]


Optional
- Weekly survey question (look for link on Moodle page)
  - I prefer...
    - Frequent change.
    - Familiarity.


Assignment on next page.
Assignment 6. Change Management

Post a narrative (≤ 350 words) to the discussion thread about your experience with a practice or policy change in a public health/health setting. Did you have a role in managing change? Did you manage it effectively? OR if you were managed during a change, did your manager do a good job? Please incorporate concepts from the reading. Feel free to comment on each other’s posts, but commenting is not required.

Possible topics (but you can choose one of your own) include

1. Transition in public health from controlling communicable disease to managing chronic disease
2. Transition from local health department employing case managers to hospitals/health care systems being paid by ACA insurers to employ case managers
3. Transition from one information system to another (e.g., HARS to eHARS, paper based records to Epic, paper based reporting to electronic lab reporting, etc)
4. CLPPP’S transition from lead poisoning prevention to in-home child safety.
5. Transition from local health department providing clinical care to not providing clinical care.
6. Transition from privately-owned physician practice to one owned by a health care system
7. Transition from working for a small CBO to working for a large health care insurer
8. Transition (either from the hospital or from the local health department side) from not working together to working together to do a community health needs assessment (http://www.cdc.gov/policy/chna/).

Classmates won’t provide feedback next week, but feel free to read each other’s posts and learn from them.

The assignment must be posted by Midnight (CDT), Sunday, August 16.

Week 7: August 17-August 23: Choose your focus

This week you can choose from several management topics. Choose one module (although you are welcome to read material from the other modules). As part of choosing one, look at the assignment for that topic to make sure it is something you can do.

Weekly survey question: Which module did you choose?

Required for everyone

- No PowerPoint
choose 1.

• SWOT Analysis

A SWOT analysis is a structured strategic planning method used to evaluate the strengths, weaknesses, opportunities, and threats involved in achieving a goal. Planners can use the analysis to decide if achieving the goal is feasible and/or desirable.


• Strategic Planning

The Public Health Advisory Board (PHAB) requires health departments to complete several prerequisites before applying for national accreditation, including an agency strategic plan.


NACCHO. Accreditation Prerequisite: Strategic Plan. [Link on Moodle site] http://www.naccho.org/topics/infrastructure/accreditation/strategic-plan.cfm

• Formal Methodology for Priority Setting

Priority setting, especially in a fiscally and politically charged environment, can be difficult. There are formal methodologies that help structure the discussion and "objectivize" the options that are being weighed. Although the actual numerical ranking of priorities is valuable, even more valuable is the discussion that goes into defining and ranking the options. You will learn a related methodology when you learn about policy analysis.

Prioritization matrix. Minnesota Department of Health. [.pdf on Moodle site]

• Managing in an Emergency

Everyone in PH should be familiar with the National Incident Management System and the Incident Command System. This is a brief overview of NIMS.
FEMA. National incident management overview. [ pdf on Moodle site ]

The assignment for this module will be to complete FEMA’s online introductory training course on the Incident Command System, which takes about 3 hours, and to write a brief summary (≤ 200 words) of what you learned. See link below.

Optional


**Managing a Board**

Many of us are involved in organizations that are governed by boards (e.g., county boards and boards of health for health departments, boards of directors for not-for-profit groups). Most of the educational information and guidance is “couched” in the terminology of a Board of Directors and a CEO for “for profit” corporations. However, we can substitute “department director” or “executive director” for CEO, and “stakeholders” for “stockholders.” This module focuses on how work with a board.

- Managing the board: 10 things every CEO should know. [Link on Moodle site.]

- Community Toolbox. Developing an ongoing board of directors. Chapter 9, Section 4. [Link on Moodle site.]

Optional

- Coyne MM. How to manage your board while your board manages you. BookSurge, 2009. [Available through your favorite bookseller.]

**Managing gender in the workplace with a focus on women** (if you want to focus instead on race in the workplace, let’s talk)

- Moon J. How to manage young professional women. The Glass Hammer. [ pdf on Moodle site.]

- Bickel J. How men can excel as mentors of women. Academic Medicine 2014;89:1-3 [ pdf on Moodle site.]

- Men vs. women: why the work divide matters. [Link on Moodle site.]

Optional

- Sandberg S. Lean in: Women, work, and the will to lead.
Assignment 7: Choose the assignment based on your reading. The written product should be up to 3 pages, double-spaced (except for the response to Managing in a Crisis [see below]). Use the analytic or organizational framework described in your reading.

- **SWOT**
  Conduct a SWOT analysis of a small management section in an organization that you are familiar with. The “organization” can be an operating room team, a committee, a group of people applying for a grant. **Do not conduct a SWOT analysis of your entire department or health care system (e.g., not HealthPartners or the Minneapolis Health Department); that analysis would be too complex.** You can use the CDC CoP SWOT template if it’s helpful. [Available on Moodle page.]

  The written product should be up to 3 pages, double-spaced.

- **Strategic Planning**
  Write a strategic plan either for an organization that you would like to start (e.g., a health advocacy group, a foundation focused on a specific disease, a software business) or a strategic plan for your own career. Organize the strategic plan along the lines of the Community Toolbox chapter: Vision, Mission, Objectives, Strategies and Action Plan.

  The written product should be up to 3 pages, double-spaced.

- **Prioritization**
  Identify an issue of substance (in other words, not whether you’re having corned beef, turkey, or pastrami for lunch) at work or in your own life. It’s optimal to weigh 3-5 options. Some examples: whether to buy one of 3 houses or one of 3 cars; taking one of 3 jobs; helping your child weigh which of 3-5 colleges to attend, etc.

  You can use the worksheet on the Moodle site, or make your own based on the MDH directions.

  The written product should include the criterion tables and a short (≤ 350 words) description of what your findings mean.

- **Managing in an Emergency**

  The course introduces the incident command system (ICS) and provides the foundation for higher level ICS training. It describes the history, features and principles, and organizational structure of the system. It also explains the relationship between ICS and the National Incident Management System. It takes a little less than 3 hours. Please summarize what you learned in ≤ 200 words.

(continued on next page)
Assignment 7: Choose the assignment based on your reading (cont’d)

○ Managing a Board

Describe a board that has had governance over an organization for which you’ve worked or volunteered. Describe

1. The manner in which the board was elected or selected, and the influence that has on the function of the board
2. The official functions of the board, based on the discussion in the Community Toolbox chapter and the laws, regulations, bylaws which govern the board structure, how it is supposed to interact with the organization it governs
3. How the board actually works: frequency of meetings, officer and committee structure
4. Describe your interaction with the board: how well do they communicate with you and how well do you communicate with them?
5. If the board works well, describe that interaction with the organization. If it doesn’t work well, describe some of the problems, how you would like it to work differently, and how that would benefit the organization. If you are the director of the organization, describe what you can do to improve the organization’s interaction with the board.

The written product should be up to 3 pages, double-spaced.

○ Managing gender in the workplace with a focus on women

Provide one or more examples about situations where the gender of someone you have worked for, worked with, or who has worked for you impacted (positively or negatively) his/her work and career. Describe how the negative situation could have been handled better or how the positive situation could be replicated in other settings.

The written product should be up to 3 pages, double-spaced.

Submit your written assignment using the Moodle assignment tool by Sunday, August 24 at midnight CDT.
### VIII. Keeping track: homework checklist

Here is a homework checklist with the points for each homework assignment:

<table>
<thead>
<tr>
<th>Week</th>
<th>Assignment</th>
<th>Work</th>
<th>Points</th>
<th>How to submit</th>
<th>Due date</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.1 Choose a management book to read for the Management Bookshelf assignment. There are some recommendations on the Moodle site, or you can choose another. The report is due in Week 4.</td>
<td>Post the name of your book on the Management Bookshelf discussion thread</td>
<td></td>
<td>Midnight (CDT), Sunday, July 12</td>
<td></td>
<td>Needed to do assignment 1.3; self-assessment will take about 45 minutes</td>
</tr>
<tr>
<td>1</td>
<td>1.2 Complete StrengthsFinder self-assessment</td>
<td>StrengthsFinder url on Moodle site</td>
<td></td>
<td>Complete on your own; no need to submit</td>
<td>Not “due”</td>
<td>Use StrengthsFinder assessment in your management problem essay</td>
</tr>
<tr>
<td>1</td>
<td>1.3 Management problem</td>
<td>≤ 350 words</td>
<td>10</td>
<td>Post on discussion thread</td>
<td>Midnight (CDT), Sunday, July 12</td>
<td>Use StrengthsFinder assessment in your management problem essay</td>
</tr>
<tr>
<td>2</td>
<td>2.1 Do the Kilman Thomas Conflict Mode self-assessment</td>
<td>Use questionnaire on Moodle site</td>
<td></td>
<td>Complete on your own; no need to submit</td>
<td>Not “due”</td>
<td>Needed to do assignment 2.2; self-assessment will take about 60 minutes, if you read the whole handout</td>
</tr>
<tr>
<td>2</td>
<td>2.2 Conflict narrative</td>
<td>≤ 350 words</td>
<td>10</td>
<td>Post conflict narrative on discussion thread</td>
<td>Midnight (CDT), Sunday, July 19</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.3 Comment on one or more of last week’s management problems</td>
<td>≤ 350 words</td>
<td>10</td>
<td>Reply on discussion thread</td>
<td>Midnight (CDT), Sunday, July 19</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3.1 Employee development plan</td>
<td>≤ 350 words</td>
<td>10</td>
<td>Post on discussion thread</td>
<td>Midnight (CDT), Sunday, July 26</td>
<td></td>
</tr>
</tbody>
</table>
### IX. How are grades assigned?

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92-100</td>
<td>Achievement that is outstanding relative to the level necessary to meet course requirements</td>
</tr>
<tr>
<td>A-</td>
<td>88-91</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>85-87</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>80-84</td>
<td>Achievement that is significantly above the level necessary to meet course requirements</td>
</tr>
<tr>
<td>B-</td>
<td>76-79</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>73-75</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>69-72</td>
<td>Achievement that meets the course requirements in every respect</td>
</tr>
<tr>
<td>C-</td>
<td>65-68</td>
<td></td>
</tr>
</tbody>
</table>

**Total points** 100
| D  | 60-64 | Achievement that is worthy of credit even though it fails to meet fully the course requirements |

**Grading Mechanics**

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. However, 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](http://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.

### X. Other course information and policies

#### Course Evaluation

Student course evaluations are collected electronically using a software system called CoursEval: [www.sph.umn.edu/courseval](http://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 records the grade in SPHGrades: [www.sph.umn.edu/grades](http://www.sph.umn.edu/grades).

#### 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.

#### 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
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."

**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: http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf) 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.

**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 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.

**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 9/2014

Artwork: Jessica Snow, Louis II, 2010, acrylic on paper, 13.5" x 11.5"