# MHPE 504: Leadership and Organizations in Health Professions Education

Monday – Friday, two weeks (May 6 – May 17, 2019)

9 am – 4 pm daily

4 credit hours

## Faculty

Laura Hirshfield, Assistant Professor, Department of Medical Education, College of Medicine, University of Illinois at Chicago

Marcia Edison, Research Assistant Professor, Department of Medical Education, College of Medicine, and Director of Evaluation, Center for Global Health, University of Illinois at Chicago

**Guest Faculty**

Alan Schwartz, Acting Head & Professor, Department of Medical Education, College of Medicine, University of Illinois at Chicago

Sandy Yingling, Associate Dean of Educational Planning and Quality Improvement, University of Illinois College of Medicine

Laura has a PhD in Sociology and Marcia has a PhD in Higher Education Policy and an MBA. Marcia has been teaching the course since 2006, and Laura since 2014. Alan has a PhD in cognitive psychology (judgment and decision making), an MS in organizational behavior and industrial relations, and was previously the course director of this class. Sandy has a PhD in clinical psychology and has been involved in executive coaching and leadership development for many years. This is Sandy’s first year teaching in MHPE 504.

## Introduction

In our view, successful leadership begins with the ability to understand and analyze organizational challenges clearly and effectively. Thus, the first goal of this course is to examine theories of organizational behavior (specifically, Bolman and Deal’s four organizational frames) and to apply these to leadership/organizational dilemmas. In the process, students learn crucial analytic skills and frameworks through which they may better consider their own leadership experiences.

The second major goal of this course involves the development of practical experience and provision of tools for assessing, leading, and managing change in health professions contexts. These skills include strategic planning (e.g., logic models and SWOT analysis), feedback, and negotiation.

## Objectives

By the end of the course, participants will be able to:

1. Compare and contrast different forms of organizational structure and propose structural approaches to solving organizational problems.
2. Be aware of organizational culture and identify organizational symbols and their importance.
3. Analyze systems for selecting, training, and motivating people in organizations.
4. Discuss different kinds of work groups, focusing particularly on issues of heterogeneity or diversity in groups.
5. Identify the uses of power and authority in organizations, by leaders and others.
6. Evaluate effective and ineffective leadership, and discuss leadership and change skills.

## Course Process

All of the teaching and learning activities in this course take place through large group discussion, small group activities (such as analyzing cases), or individual exercises. There will be relatively few lectures per se.

Collaboration is central to group and individual development and learning. Presentations, whether by the instructors or your groups, will be dynamic and interactive, emphasizing a flow of ideas between presenter(s) and audience.

Cases will be assigned to all groups, but for each case, one group will be designated as the primary presenting group. The primary group will present the case background as needed (but we’ve all read the cases, so don’t summarize the whole case), and their analysis and solutions for the case in no more than 20 minutes (audiovisual materials are welcome). Other groups will have up to 10 minutes to supplement the primary presentation by comparing and contrasting their own analyses and solutions, but should **not** prepare or use slides.

Working groups will be formed on the first day of the block and will remain intact throughout the course. Work and responsibilities should be distributed equally among members of the groups. Accordingly, 25% of your grade for the course will be a group grade – each member of the group will receive the same group grade – and another 25% will be based on recommendations from your fellow group members. Although the course is scheduled to run from 9-4 daily, significant amounts of course time will be devoted to working groups.

### Text:

**Bolman, Lee G. and Deal, Terrence E.** (2013) *Reframing Organizations (6h ed).* San Francisco: Jossey-Bass.

This excellent book takes an approach that we'll be using throughout the course, by considering a number of different lenses (or frames, in the authors' parlance) through which to analyze organizations and plan change. In the syllabus, this book is referred to as BD for short. Typically, readings will be assigned each night to provide background or an activity for the following day.

**Other Readings**. There is a Box folder containing cases and other handout material at this address:

http:/**/**XXXXXXXX

Note that there are readings assigned to be read before the first day of the course!

### Group presentations:

The course includes one half-day devoted to group presentations.

Your group will be designing a new initiative (see additional details below), which you will present to the class on Friday morning of the second week. The presentation should include information about:

* + Organizational goals, objectives, values
  + Formal structure and coordination
  + Methods of hiring/selection/admission, training, and compensation (or other incentives)
  + Political structure (who control resources and how are they allocated, what kinds of authority are exercised)
  + Culture/personality, and attendant symbolism, ritual, etc.
  + A 5-year strategic plan for your organization’s future.

The presentation should last no more than 30 minutes, and will be followed by questions and discussion. Multiple presenter formats and visual aids are encouraged.

### Final Paper:

The final paper is an opportunity for you to apply the concepts of the course to an organizational problem or leadership challenge in your own institution. We’d like to see you apply the reframing approach espoused by Bolman and Deal, and see how reframing the situation can suggest solutions or anticipate future difficulties.

Students in 504 vary in their current level of authority in their institutions; accordingly, we recognize that some of you may have limited information about problems or limited ability to implement changes in response to problems. We nevertheless feel that your insights on the organization, its challenges, and potential solutions can be valuable – perhaps even more so than if you had the power to implement ideas indiscriminately!

In the paper, you should:

* Briefly describe your organization, and possibly its history, as if you were writing a case. The case synthesis presentations provided very good examples of this process. Your organization need not be an entire medical school or hospital: a department, residency program, or even a committee can be an interesting organization. Conclude the description with an organizational challenge or need for change that it is facing. Why is this a problem for the organization?
* Analyze the challenge using the most relevant single frame of those discussed in Bolman and Deal. What insights do you get from this frame about the nature of the challenge and possible approaches to it?
* Now analyze the challenge using a second relevant frame. (Same questions as above).
* Based on your analyses, suggest a plan for meeting the challenge that considers both of the frames you’ve chosen. Does reframing offer new solutions that haven’t been considered, point to ways in which the challenge represents an opportunity, or suggest whether proposed plans are likely to succeed or fail? If you have a leadership role in the organization, how might you personally lead this effort?

The paper should be of a length appropriate to address the points above, and no more than 20 pages (all-in, including appendices); quality of analysis is more important than verbiage. If you’re writing a plan for your own efforts, it’s usually more comfortable to write the last section in the first person, and that’s fine. Please avoid value-laden language.

Please, please, please:

* + Number pages
  + Double space
  + Use regular (e.g. 1") margins and regular (e.g. 11-12 point) font sizes.
  + Include your name at the start of the paper and in the filename when you send it.

We assign scores out of 20 for the papers, using the following breakdown, which should direct you as to where to focus the majority of your attention, time, and pages:

* + Description of organization and challenge 3 points
  + Use of two frames to analyze challenge 8 points
  + Plan to meet the challenge (appropriately informed by frame analysis) 6 points
  + General writing and organization 3 points

By default, we will hold the papers in confidence, sharing them only with the course faculty. If you are willing to let us share the contents of the papers in other venues (to compete for the MHPE best paper award, as cases in future sessions of this class, etc.), please fill out the “Conditions of Use” form at the end of this syllabus, sign it, and attach it to your paper. If you’re willing to allow that, we suggest that you use pseudonyms for the organization and people involved.

This paper is due on June 28, 2019; we generally do not accept late papers or allow students to rewrite papers. The final paper is an individual assignment, not a group assignment, though you can certainly ask another class member to offer you comments on early drafts, etc.

### Grading

Group presentations (rated by faculty, same for all group members) 25% Group participation (rated by fellow group members) 25%

Class participation (rated by faculty) 25%

Final paper (rated by faculty) 25%

## Groups

Here are the students in each group. Your group may wish to adopt its own name, mascot, theme song, etc.

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# Course Calendar

Pre-course recommended reading: BD 1-2. Readings should be done *before* the date on which they appear in the calendar. The notation "L" refers to a lecture, "D" to a discussion, "G" to group work, and "DIY" stands for "do-it-yourself" (the organizational design assignments).

Week 1: Leadership and Organizational Analysis

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| --- | --- | --- | --- | --- | --- |
|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Read | BD 3-5  Structural Case | BD 6-8  HR Case | BD 12-14  Symbolic Case | BD 9-11  Political Case | Synthetic Case |
| AM | Introductions  D: What’s leadership?  L: How To – Case Analysis  D: Practice Case  L: Structural frame | D: Social Identity Profiles  L: HR frame  G: DIY: structure | D: HR Case  L: Symbolic frame | D: Symbolic Case  L: Political frame | D: Political Case  G/D: Politics at LUMC |
| PM | G: Prep Structural Case | D: Structural Case  G: Prep HR Case | G: DIY: incentives  G: Prep Symbolic Case | G: DIY: culture & symbols  G: Prep Political Case | G: DIY: governance and resource allocation  G: Prep Synthetic Case |

Week 2: Leadership in Action

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| --- | --- | --- | --- | --- | --- |
|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| Read | *Brief readings on Leadership in Action topics will be distributed in class or in Box* | | | | |
| AM | D: Synthetic Case  G: DIY: Meet with us | L: Influence | D: Negotiations part 1 | L/D: Feedback Skills | Group presentations |
| PM | L/D: Tools for Strategic planning | G: DIY: prepare strategic plans | D: Negotiations part 2 | G: DIY: prep presentations |  |

Conditions of Use for MHPE 504 Final Paper

Name:

Title of Paper:

I am willing to allow my paper to be shared with: (check all that apply)

Members of the DME Best Block Paper committee

DME faculty members

MHPE students

Other:

Anyone

My paper may be copied and shared with the above people under these conditions: (check all the apply)

My name must be removed

The names of the organization and its members must be changed (and I have not done this myself)

A copy of this form (possibly with my name and signature removed) must be attached

The paper will be used as a teaching example

The paper is being considered for an award

I must be personally contacted to approve any sharing

Other conditions:

Signed:

Date:

Changes at Lakes University Medical Center

Lakes University is a private university in the United States with a long history of excellence as an academic institution. The Lakes University School of Medicine (LUSOM) is a large medical school that graduates 150 physicians each year and receives $200M in research funding as well as managing the affiliated Lakes Hospital. The Hospital and School of Medicine, along with associated ambulatory clinics and research buildings, are collectively known as the Lakes University Medical Center (LUMC).

You have been on the faculty at LUMC for 5 years, but now there are some changes. A year ago, a new President was inaugurated at Lakes U; within 6 months, the resignation of the Dean of LUMC resulted in the hiring two months ago of Dean Casey Marks. Dean Marks—with the full endorsement and support of the new President—has been encouraging faculty to develop initiatives that can help reestablish LUMC’s status (which has been perceived by many as ‘stagnant.’). Presentations about the plans for expansion of services by creating new departments, centers, or programs must be made by faculty teams on the morning of Friday May 17.

Your team will include a Head/Chair of the unit or program, a representative of the research faculty, a representative of the clinical faculty, and an education director (since all new initiatives will have goals in each of these areas). In addition, the nature of your program or organization might require the inclusion of an administrator or a clerkship or residency program director. In the presentation, each role will be assumed by one person on the team. If you propose creating a new Department or Center, roles might be as follows:

* + **Head/Chair.** This individual will have overall charge of the Department/Center, and will be hired for a 5-year contract, subject to renewal. They are the ultimate authority within the unit, subject to University regulations.
  + **Clinical Faculty Rep.** The representative for the Clinical Faculty, including part-timers.
  + **Research Faculty Rep.** The representative for the Research Faculty. There are relatively few Research Faculty. Research Faculty may be tenured or non-tenured, and expected to earn most of their salary through external funding.
  + **Education Director.** A clinical faculty member who is in charge of education in the unit.
  + **Department Administrator.** Groups of 5 may want to include an administrator to handle HR issues, communications strategies, etc.

You will maintain your role throughout the course.

During the first week of this course, you will have to agree on the nature of your initiative. Design components for your unit/program will include: goals, objectives and values; a formal structure; explanation of hiring/selection/admissions, training, compensation; political structure presenting authority and control of resources; culture and symbols. On Monday morning (5/13), you may have a brief meeting with course faculty to check-in about your progress. During week two, you should develop a 5-year strategic plan that includes challenges and opportunities for your new initiatives.