

CHAPTER 1

Introduction

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For the student pursuing studies in public health, the role of management and the reason for studying management is unclear if not counterintuitive. It is one of the many goals for this text that students who study public health management will obtain the insight that management principles apply to all aspects of human endeavor. While it is leadership that creates the vision, it is management that makes the vision happen. For reasons that baffle that authors of this text, there are people who dedicate themselves to the “greater good” (including public health), but misunderstand management and the need for using tested and valid management principles. To these uninformed, management is seen negatively. It is perceived only as a way in which corporations use some magic models of efficiency that result in increased productivity and greater profit for investors. Some believe that management has no benefit for the recipients of public health programs nor for the professionals who staff these programs. It has been the authors’ experience that many public health students want to finish their public health education and then obtain critical public health jobs as soon as they have completed their bachelor’s or master’s degrees (if not sooner). These public health workers are eager to be the next epidemiologist; to work to test the quality of air and water; or to design, implement, and evaluate the next health education programs that will better the outcomes of a population. Public health students want to enter the job force to create better, more comprehensive health promotion and health awareness programs. They are eager to become the next talented community health professionals who are advocates for population-based medicine. These are all

noble goals, but they are not complete. What is missing are knowledge, understanding, and application of public health management.

It is the contention of the editors and authors of this text, however, that management—good management—is integral to all public health activities, and without management, public health activities are far less effective and may even be impossible. The authors further contend that many times management courses as taught in schools of public health are aimed at teaching how to operate and manage the day-to-day operations of a public health program. These may be strong practical courses, but they do not provide an overall management perspective, nor do they demonstrate how leadership will enable the public health professional to ensure that public health goals and objectives are successfully achieved. As such, the student never understands the importance of management in and of itself and how this noble academic pursuit fits into the world of public health. This is the goal of this text.

WHY STUDY MANAGEMENT?

From the time the editors and authors envisioned this text, its goals, the format, and the topics addressed, to the time when the authors began to write, the content has changed to meet the changing needs of population health management. The editors chose not to look at the management of specific public health programs but instead to use these programs to exemplify and clarify a management construct, idea, or theory. Based on the authors’ distinct and different academic backgrounds, the editors realized that many public health workers learn management

skills as an add-on to their public health training and not as an integral part of their education. Some public health students learn management concepts after they receive their master's of public health (MPH) degree; some learn management skills "on-the-job"; while some never really learn, grasp, or value management as an integral skill. As presented in this text, management is shown to be a compilation of many different disciplines and skill sets. This book demonstrates that no one academic discipline holds the market on management as a legitimate academic pursuit. The authors define *management* in this book in the following ways:

- It is first and foremost an interdisciplinary, rigorous, and valid endeavor that is integral to all human enterprise, including public health.
- It is both a necessary and sufficient condition to ensure the goals of public health programs are met.
- It is an integral component of the social contract.

These ideas and concepts of the authors of this text have been validated by the Council on Education for Public Health (CEPH). CEPH has expressed the importance of management to public health, and has determined that management, as a component of health policy and management, is one of the

five core competencies areas for public health. The management competencies that a public health professional must have are listed in **Tables 1-1** and **1-2**.

Except for the policy competencies (D.3 and D.4), each of these competencies is addressed. The leadership cross-cutting competencies are also contained throughout the different chapters in this book.

WHAT IS MANAGEMENT?

The authors of this text all share the view that management is not one concept or idea. Good management as practiced by public health professionals is a compilation of concepts from many different professions and professionals. In fact, management could be considered one of the first cross-cutting academic disciplines. As presented in this text, management ideas, thought development, and action are steeped in sociology, psychology, social psychology, behavioral sciences, economics, management theory, statistics, and finance.

The authors of this text represent these disciplines and share the beliefs that all management is cross-cutting and that management is a necessary correlate of and for public health. Each of the authors is an experienced manager in the private and/or public sector. Each has received education and training

TABLE 1-1 Management Competencies, Health Policy and Management

D. Health Policy and Management*

Health policy and management is a multidisciplinary field of inquiry and practice concerned with the delivery, quality, and costs of health care for individuals and populations. This definition assumes both a managerial and a policy concern with the structure, process, and outcomes of health services including the costs, financing, organization, outcomes, and accessibility of care.

Competencies: Upon graduation, a student with an MPH should be able to...

- D.1 Identify the main components and issues of the organization, financing, and delivery of health services and public health systems in the United States.
- D.2 Describe the legal and ethical bases for public health and health services.
- D.3 Explain methods of ensuring community health safety and preparedness.
- D.4 Discuss the policy process for improving the health status of populations.
- D.5 Apply the principles of program planning, development, budgeting, management, and evaluation in organizational and community initiatives.
- D.6 Apply principles of strategic planning and marketing to public health.
- D.7 Apply quality and performance improvement concepts to address organizational performance issues.
- D.8 Apply "systems thinking" for resolving organizational problems.
- D.9 Communicate health policy and management issues using appropriate channels and technologies.
- D.10 Demonstrate leadership skills for building partnerships.

*In this series, *health policy* is treated as a separate text and area of inquiry. As such, this text addresses only the health management competencies.
Source: ASPH.

TABLE 1-2 Management Competencies, Leadership**H. Leadership**

The ability to create and communicate a shared vision for a changing future, champion solutions to organizational and community challenges, and energize commitment to goals.

Competencies: Upon graduation, it is increasingly important that a student with an MPH be able to...

- H.1 Describe the attributes of leadership in public health.
- H.2 Describe alternative strategies for collaboration and partnership among organizations, focused on public health goals.
- H.3 Articulate an achievable mission, set of core values, and vision.
- H.4 Engage in dialogue and learning from others to advance public health goals.
- H.5 Demonstrate team building, negotiation, and conflict management skills.
- H.6 Demonstrate transparency, integrity, and honesty in all actions.
- H.7 Use collaborative methods for achieving organizational and community health goals.
- H.8 Apply social justice and human rights principles when addressing community needs.
- H.9 Develop strategies to motivate others for collaborative problem solving, decision making, and evaluation.

Source: ASPH.

in management, but the authors have different academic backgrounds. The authors include a medical sociologist, an economist, attorneys, health systems managers, a fund-raising specialist, a health services researcher, and a health systems information specialist. These authors are all “doers.” In addition to academic appointments, they have held senior health services management jobs in the public and private sectors. Each is unique in the contribution he or she is making to public health management.

The primary goal of this text is to harness the public health management experience of the authors so that this book is replete with several different and, at times, unique management perspectives. The student should learn that good management involves the implementation of problem-solving methods that may vary with each and every program, process, or situation. Because all public health is done with teamwork, the secondary goal is to teach future managers that to successfully write and co-author a chapter or paper, interdisciplinary teamwork is both desired and needed. This blending of ideas and backgrounds adds to the richness of the ideas and thoughts.

The third goal of this book is to present the value that all good efforts need to be successfully managed and that public health is no different. Working with the management ideas and perspectives presented in this book will enable public health professionals to more efficiently and effectively carry out the vision and mission of public health, which are defined by the American Public Health Association as follows:

Vision: *Healthy People in Healthy Communities*

Mission: *Promote Physical and Mental Health and Prevent Disease, Injury, and Disability*

PUBLIC HEALTH

- Prevents epidemics and the spread of disease.
- Protects against environmental hazards.
- Prevents injuries.
- Promotes and encourages healthy behaviors.
- Responds to disasters and assists communities in recovery.
- Ensures the quality and accessibility of health services.

ESSENTIAL PUBLIC HEALTH SERVICES

- Monitor health status to identify community health problems.
- Diagnose and investigate health problems and health hazards in the community.
- Inform, educate, and empower people about health issues.
- Mobilize community partnerships to identify and solve health problems.
- Develop policies and plans that support individual and community health efforts.
- Enforce laws and regulations that protect health and ensure safety.

- Link people to needed personal health services and ensure the provision of health care when otherwise unavailable.
- Ensure a competent public health and personal health-care workforce.
- Evaluate effectiveness, accessibility, and quality of personal and population-based health services.
- Develop new insights and innovative solutions to health problems.

As **Figure 1-1** shows, the inner core connecting all the functions of public health is systems management. Management is the operational glue that keeps all components of public health together and enables its workers to meet the vision and mission of public health.

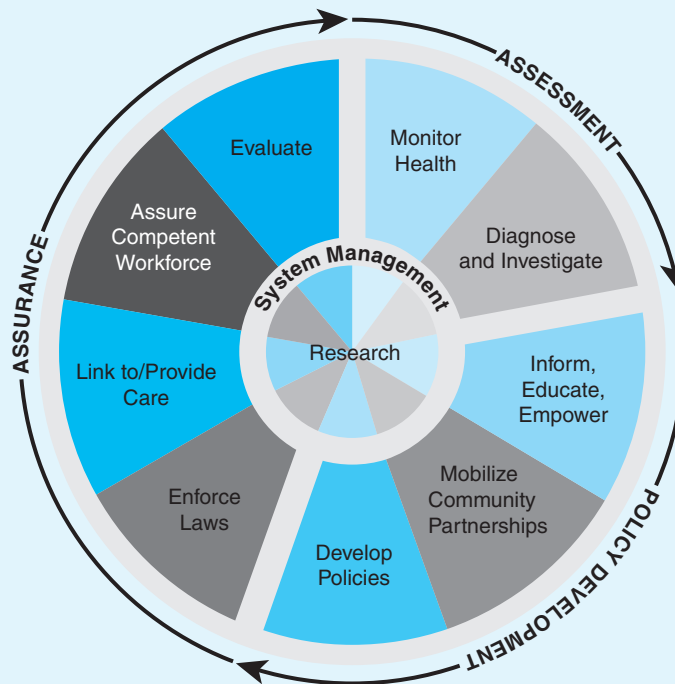
FRAMEWORK FOR THE BOOK AND THE STUDY OF MANAGEMENT

The authors posit that the study of management can be divided into three major areas:

1. Basic management theory.
2. Technology, including finance, economics, and information systems.
3. Advanced management skills.

The first area, basic management theory, is discussed here in Chapter 1, “Introduction,” Chapter 2, “Introduction to Management and Leadership Concepts, Principles, and Practices,” Chapter 4, “Strategic Planning and Marketing for Public Health Managers,” and Chapter 9, “Managing Rela-

FIGURE 1-1



Source: Public Health Functions Steering Committee, Members (July 1995): American Public Health Association-Association of Schools of Public Health-Association of State and Territorial Health Officials-Environmental Council of the States-National Association of County and City Health Officials-National Association of State Alcohol and Drug Abuse Directors-National Association of State Mental Health Program Directors-Public Health Foundation-U.S. Public Health Service-Agency for Health Care Policy and Research-Centers for Disease Control and Prevention-Food and Drug Administration-Health Resources and Services Administration-Indian Health Service-National Institutes of Health-Office of the Assistant Secretary for Health-Substance Abuse and Mental Health Services Administration.

tionships and Effective Communication.” The second area, technology, is discussed in Chapter 6, “Finance and Economics,” Chapter 8, “Informatics in Public Health Management,” and Chapter 11, “Fundraising, Grant Writing, Budgeting, and Project Management.” The third area, advanced management skills, is addressed in Chapter 3, “Leading Public Health Organizations: Team Building, Reorganization, and Board Relationships,” Chapter 5, “Conflict Resolution and Negotiation in Healthcare Management,” Chapter 7, “Ethics and Professionalism in Public Health,” Chapter 10, “Managing Complex and Culturally Diverse Workplaces,” and Chapter 12, “Changing Role of Public Health Managers and Leaders.”

Basic management chapters teach the public health student the “whys and wherefores” of management as it relates to public health. The technology chapters provide the public health manager with the practical and applied skills necessary for effective management. The advanced management skills chapters amalgamate and use the knowledge learned in the basic management and technology chapters to provide the public health manager with the tools to manage, lead, and address the complex areas that are crucial for today’s public health manager. Ethics, leadership, law, diversity, and negotiation are the topics that frame the advanced management skills section.

The learning framework used in the book is a classic three-legged approach: theory, application, and practice. Generally, each chapter starts with the theoretical and historical underpinnings of the topic. Definitions and perspectives of the concept are presented. Applications of the topic to public health programs and public health management follow. Each chapter ends with discussion questions to augment the concepts.

Finally, it is the expectation of the authors that the students who read this book and who study public health management will become the next generation of leaders and managers. They will understand the need for managing population medicine in addition to individual medicine. These educated leaders will meet the challenges for public health in the 21st century. The first challenge is to lead the healthcare community of providers and clients to realize that effective management of community public health issues such as pandemics, flu, AIDS, obesity, and chronic disease, as well as health promotion and prevention, communication, epidemiology, environmental health, and occupational health and exercise, is the only effective way to ensure a nation and a future population of healthy people who can contribute to the continuing and future success of the country.

