

Health Care Leadership

Featured Presenter: Gerald (Jerry) Ledlow, Ph.D., MHA, FACHE
Webinar: Wednesday, May 3, 2017



For Audio, please Dial Toll-Free: **(855) 590-8816**
Conference ID: **4451868**



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Introduction

“Dr. Jerry”

Gerald R. Ledlow, Ph.D., MHA, FACHE

- Professor & Chair, Healthcare Policy, Economics & Management
- University of Texas Health Science Center Northeast
- Chair, UT Health – MD Anderson Cancer Center Quality & Metrics Group

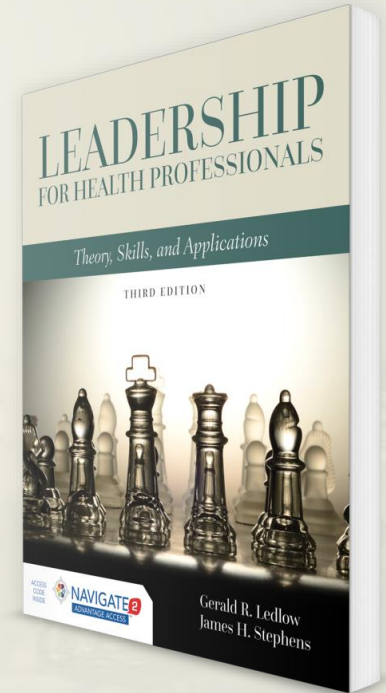


Textbook & Learning System

“The leader is a stimulus, but [she/]he is also a response.”

— Edward C. Lindeman, *Social Discovery*

- Builds a Foundation that Leads to a Personalized Leadership Model (Focused Content Cycling)
- Facilitates Active Use of Static Organizational Theory and Behavior Models in Practice
- Links Current Industry Leadership Competencies to Learning Content (see Handout: Textbook Links)
- Adds ‘Systems’ such as Healthcare Supply Chain, Preparedness, Revenue and Information Systems to Leadership (Student Exposure to Content Not Available in Some Programs of Study)



Leadership Definition: Bounded Rationality

Leadership is the *dynamic* and *active* creation and maintenance of an organizational *culture* and *strategic systems* that focus the collective energy of both *leading people and managing resources* toward *meeting the needs of the external environment* utilizing the most efficient, effective and most importantly, efficacious methods possible by moral means.

People are Led, Resources are Managed!

– *Teaching helps to learn the difference!*



Active versus Static

Textbook and Learning System focus on:

- Active use of content
- Prescriptive Models and not simply descriptive models
- Building Foundations of Content then use in Context then Student Utilize in Customized Leadership Model for Them
- Learning Objectives in each chapter utilize Bloom's Taxonomy of the Cognitive Domain (6 progressive levels from Knowledge to Evaluation)



Health Industry Complexity

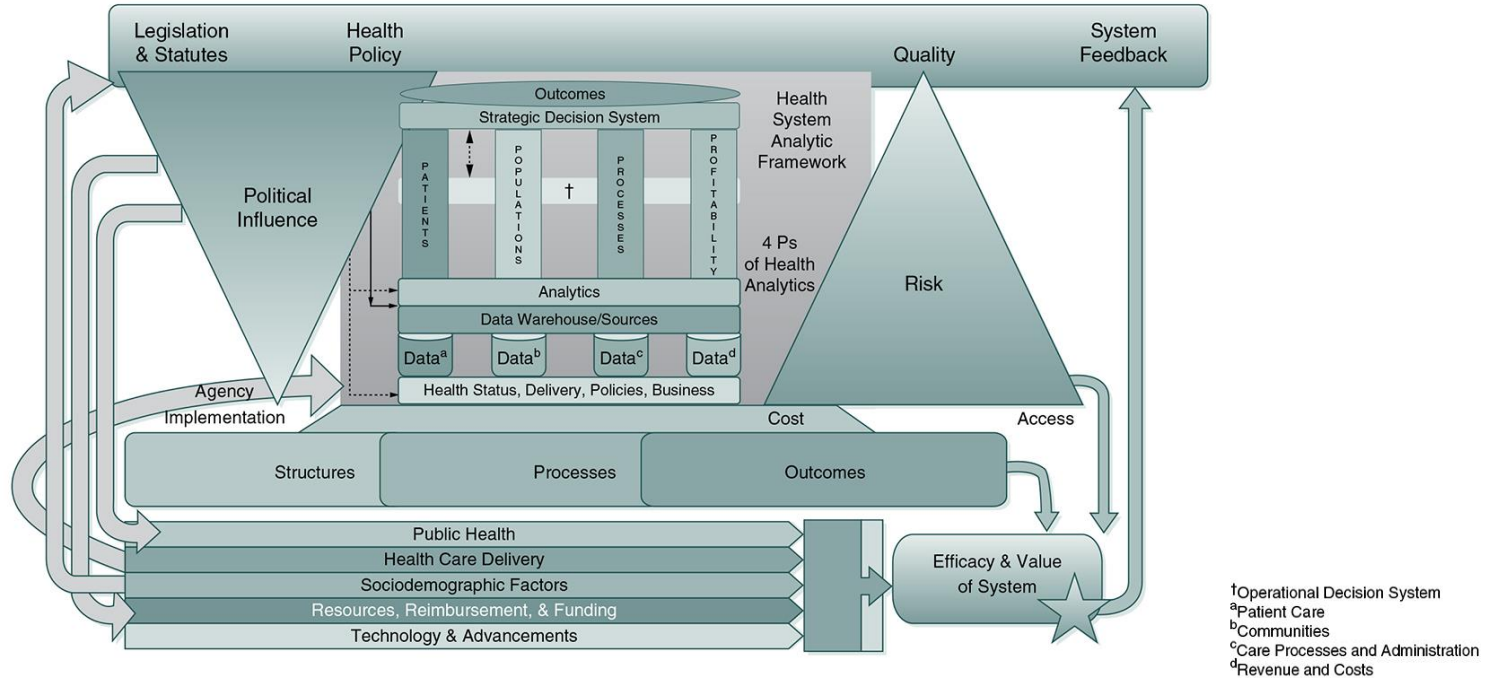


Figure 3-1: Today's health leadership challenges

Selected Content

- Goal Setting Theory, Expectancy Theory, Theory of Planned Behavior
- Xenophon to Machiavelli to Trait, Behavior to Contingency Theories to Dynamic Culture Leadership Model (case study competitions)
- Shutz' Theory of Affiliation & Tuckman's Group Dynamics Model
- Inter-Professional Team Model – PAARP
 - Links to multiple models presented in previous chapters in an action framework
- Schein's Primary Embedding Mechanisms and Secondary Reinforcement Mechanisms for Organizational Culture Change
- CAAVE and CaT Models (Business Models for Health Leaders)
- 4 Ps of Health Analytics Model



Competency Domains

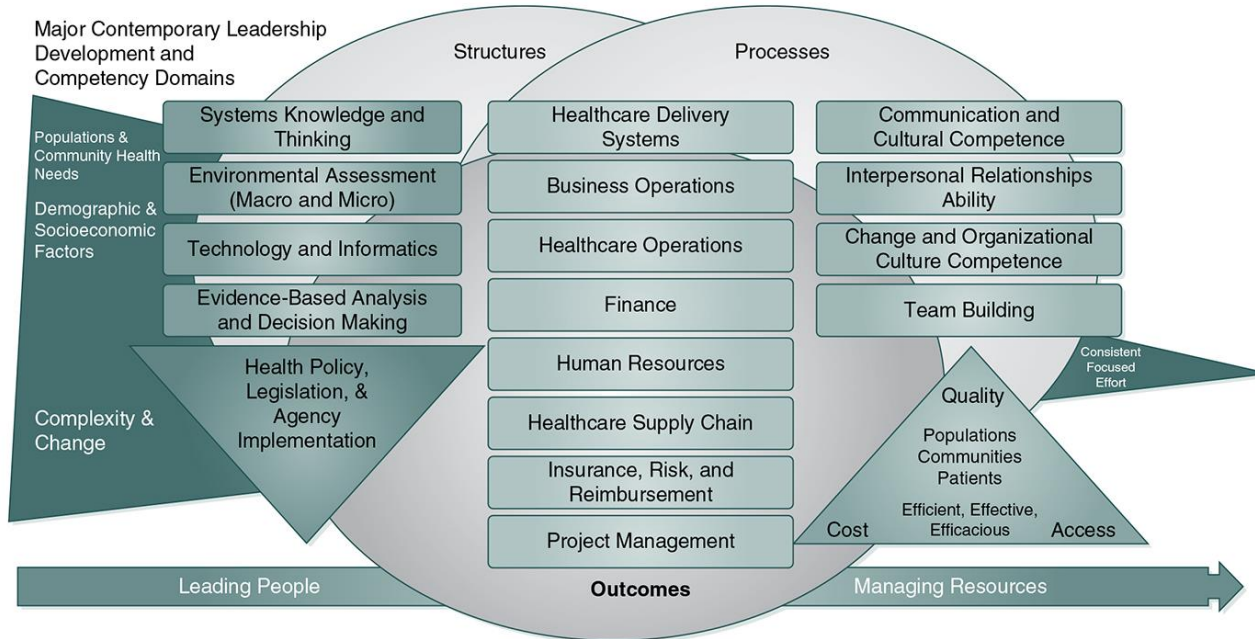


Figure 3-3: Major contemporary leadership development and competency domains

Assignments Linked to Chapters that are Linked to Competencies

- **Multiple Assignments**
 - Assessments and Learning Models in MS Excel (great need to learn spreadsheets)
 - Assignments linked to competencies
 - Some Video/YouTube Video assignments
- **Individual and Group Assignments Provided**
 - Kissick's Iron Triangle: Cost – Quality – Access Learning Model (in MS Excel) for Example
- **35 Mini Case Studies linked to chapters (with suggested answers to questions)**
- **Appendices on Leader Insights, What is a Theory? and Omnibus Leadership Model**



Example Assignment Linked to Domain & Competency: Communication & Conflict Management

Assignment/Project: Chapter 5: Conflict Management Style Assistant

Task: Complete a self-assessment of your conflict management style by using the Conflict Management Style Assessment.

Basic: Follow the steps below.

- **Step 1:** Open the file, Chapter 5 Conflict Management Style Assistant.xls
- **Step 2:** Click on 'What is My Dominant Conflict Domain and Style(s)?'
- **Step 3:** Complete the Assessment by following the instructions in the file; follow the directions to answer the best selection that first comes to mind (do not think too hard about the answer but select the first one you think best or accurate; there are no wrong answers)
- **Step 4:** Once all questions from Step 3 are answered, Click on Calculate my scores and see the summary results below the questionnaire section and review your findings
- **Step 5:** Based on your dominant style in mind, review the other sections of the file (from the first navigation page):
 - What Conflict Style Should I Use in a Specific Situation?
 - Conflict Management Style Decision Tree
 - Conflict Management Style Graph
 - Conflict Styles Criteria
- **Step 6:** Write a short half page narrative describing your findings

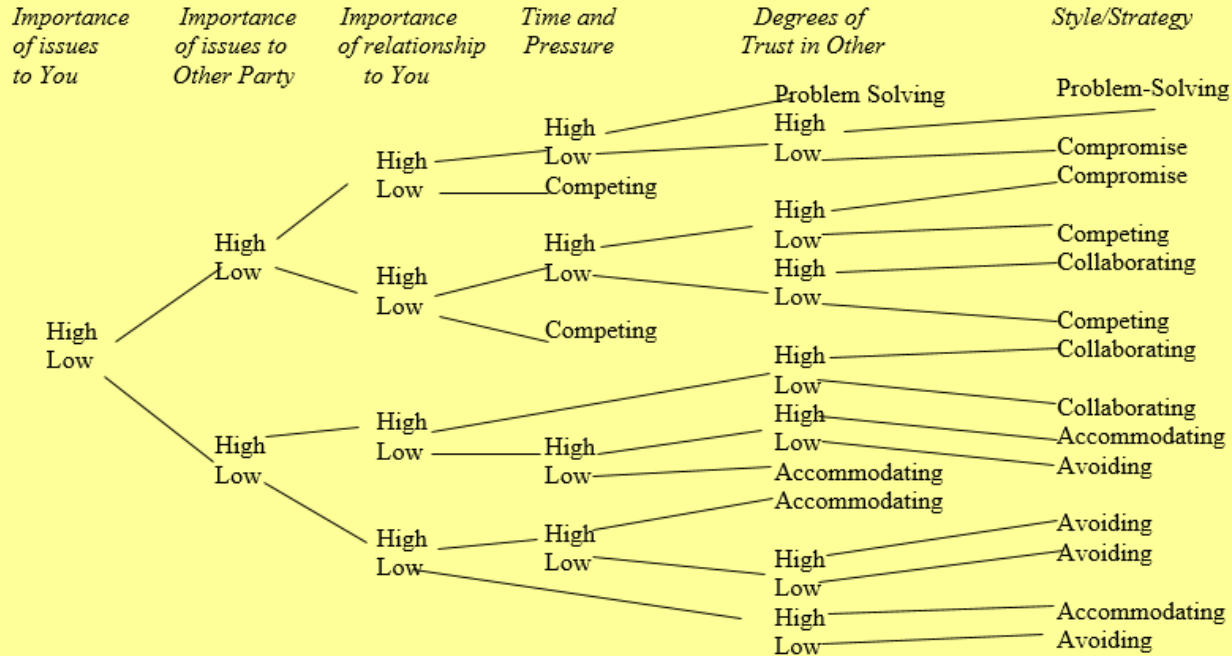


Conflict Style Preference Assessment

Example: Conflict is inevitable _____.			X				
	Always	Very Often	Often	Sometimes	Seldom	Very Seldom	Never
1. I blend my ideas and thoughts with others to create new alternatives and compromises for resolving conflict.							
2. I shy away from topics that cause disputes and disagreements.							
3. I make my opinion known in disagreements with my supervisor.							
4. I suggest solutions that combine several viewpoints.							
5. I steer clear of situations that cause arguments.							



Conflict Style Recommendation Decision Tree



Example Assignment Linked to Domain & Competency: Kissick's Iron Triangle & Systems Thinking

Assignment/Project: Chapter 6: Cost – Quality – Access Analysis

Task: Identify three to five changes in the health industry and following the instructions for the Cost-Quality-Access File. Use the Thought Worksheet to answer the questions on the worksheet.

Basic: Follow the steps below.

- **Step 1:** Open the files, Chapter 5 Cost Quality and Access Analysis Model Assistant.xls and the Chapter 5 Thought Worksheet
- **Step 2:** Identify three to five changes in the healthcare industry. Complete the Thought Worksheet using the Chapter 5 Cost Quality and Access Analysis Model Assistant.xls file



Instructor Resources

- Presentations in PowerPoint format (approximately 600 slides to use and customize for your needs)
- Robust Test Bank
- Robust Assignments
 - Supplemental Files
 - Learning Models (in MS Excel)
 - Templates
- Instructor Manual
 - Teaching Readiness Inventory Model



Assessment System

Contact me for a copy of assessment system and manual:

Gerald.Ledlow@UTHCT.edu

Next Slides are Assessment System in MS Excel



Objective & Competency Assessment

STEP 1 Read Instructions to Set Up and Use this Template.

Follow the Steps and Input Information to the Items Below.

JPHCOPH Student Learning Outcomes Assessment System: Course Template

Program: Dr.PH-Leadership

Department: Health Policy & Management

STEP 2 Complete / Input in Yellow Highlighted Cells Below by Using the Pull Down Menu Selections or Typing in the Correct Answer.

Year, Semester,

Course Type & Program:

2014
Year

FALL
Semester

Hybrid
Type of Course

Dr.PH-Leadership
This Course is in the Program of Study
for Which Degree Program?

Course: PUBH
Course Designator
ex: PUBH or HSPM

9131
Course Number
ex: 9131

83488
CRN #
ex: 91456

Leadership Foundations and Strategies for Health Organizations
Course Name (Type In)
ex: Leadership Foundations and Strategies for Health Organizations

Instructor:

Ledlow
Instructor Last Name

Jerry
Instructor First Name

Assessment System

- Course Level: Assignment to Objective & Competency
- Compiled Reporting Ability
- Residency and Capstone Project
 - Rubric Based, Student, Preceptor and Instructor

STEP 3 A Complete Step 3 B below, Then List Each Assignment and Weight of Each for This Course Below and Link Each Assignment to the JPHCOPH (A, B, C) and Concentration I, II, III, IV, V, etc...) Student Learning Outcomes Listed Below. Only List Assignments for this Course; if there are cells with no assignments, please leave blank.

Name is the assignment name or abbreviation; weight is the percentage (**all must be percentages**) of the total grade (total = 100%); and in the Links, select 'Yes' or 'No' from the Pull Down Menu for each Student Learning Outcome.

Assignment 1 Assignment 2 Assignment 3 Assignment 4 Assignment 5 Assignment 6 Assignment 7 Assignment 8 Assignment 9 Assignment 10

Name	Self Assessment Analysis Paper	Examination	Leadership Development Paper	Leadership Model Presentation						
ex: Mid Term										

Weight	10%	40%	40%	10%	0%	0%	0%	0%	0%	0%	100% Total
ex: 25%	Assignment 1	Assignment 2	Assignment 3	Assignment 4	Assignment 5	Assignment 6	Assignment 7	Assignment 8	Assignment 9	Assignment 10	

Links	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
	YES	YES	YES	YES	NO	NO	NO	NO	NO	NO	A Demonstrate their readiness to work with communities to address public health problems															



Objective & Competency Assessment

STUDENT LEARNING OUTCOMES REPORT

Course: 0 0 Traditional (F-t-F)				JPHCOPH				Concentration				Course Objectives			
Instructor: 0 0				Student Learning Outcomes				Student Learning Outcomes				Objectives			
Health Policy & Management	Dr.PH-Leadership	FALL	2014	Demonstrate their readiness to work with communities to address public health problems	Select and apply theoretically based interventions to address public health problems.	Apply appropriate research methods to address community health problems, particularly among rural and underserved populations.	Interpret and formulate a "systems thinking" approach to solving public health problems associated with organizations.	Appropriately utilize leadership skills to plan, design, implement, and assess public health intervention programs.	Critique and respond to the many internal and external conditions that can influence resource allocation on communities.	Formulate and conduct relevant policy-based research using appropriate research designs and analytic techniques.	Communicate public health leadership principles and concepts to lay and professional audiences through both oral and written communication.	Discuss and explain the foundations of leadership from Ten (10) or more theorists.	0		
				A	B	C	I	II	III	IV	V	1	2		
CRN: 0				Average/Mean		87.25%	87.25%	87.25%	87.25%	87.25%	87.25%	87.50%	87.50%	87.00%	#DIV/0!
Developed by Dr. G. R. Ledlow JPHCOPH-HPM Department				Std Deviation		0.35%	0.35%	0.35%	0.35%	0.35%	0.35%	3.54%	3.54%	4.24%	#DIV/0!
Student Information				Median		87.25%	87.25%	87.25%	87.25%	87.25%	87.25%	87.50%	87.50%	87.00%	#DIV/0!
Student Degree Program	Student Last Name	Student Eagle ID #	Student Final Grade	A	B	C	I	II	III	IV	V	1	2		
MHA	Croft	900614576	B	87.50%	87.50%	87.50%	87.50%	87.50%	87.50%	85.00%	85.00%	90.00%	#DIV/0!		
MHA	Smith	900614576	B	87.00%	87.00%	87.00%	87.00%	87.00%	87.00%	90.00%	90.00%	84.00%	#DIV/0!		
				N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
				N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		



Objective & Competency Assessment

Course Objectives: At the completion of this course the student will be able to (linked to program goals shown in previous section):

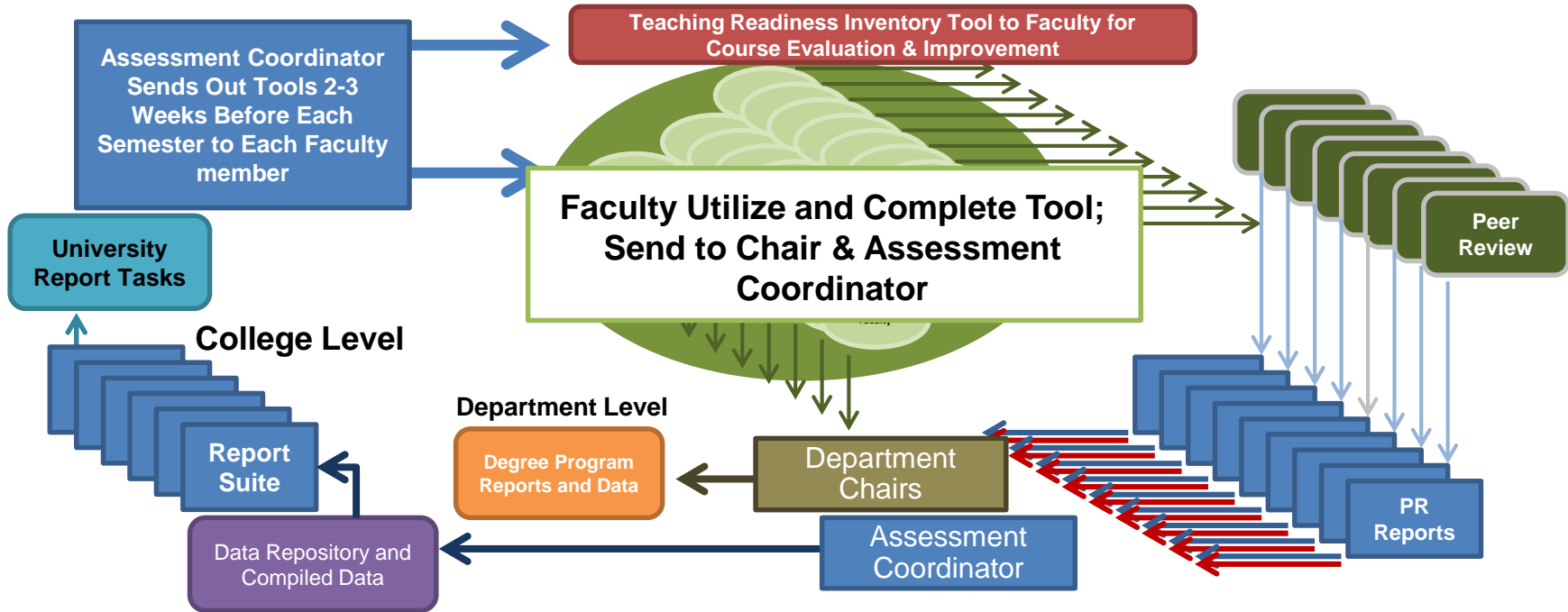
1. Discuss and explain the foundations of leadership from ten (10) or more theorists. (goals 9, 11, 12, 23)
2. Discuss and explain how leaders use organizational culture and leadership tools to create a successful environment for their organizations (goals 7, 8, 9, 11, 12)
3. Discuss leadership and managerial perspectives and theories of administration within organizational structures and apply appropriate styles to various situations understanding that people are led and resources are managed (goals, 7, 8, 11, 12, 15, 20, 23)

Assignment 10	JPHCOPH Student Learning Outcomes (A, B, C)	
NO	A	Demonstrate their readiness to work with communities to address public health problems
NO	B	Select and apply theoretically based interventions to address public health problems.
NO	C	Apply appropriate research methods to address community health problems, particularly among rural and underserved populations.

Concentration Student Learning Outcomes (I, II, III, IV, V)		
STEP 3 B In the Yellow Highlight (the M Column cells only), Type or Paste (Match Destination Cells) in Your Course Learning Objective		
NO	I	Interpret and formulate a "systems thinking" approach to solving public health problems associated with organizations.
NO	II	Appropriately utilize leadership skills to plan, design, implement, and assess public health intervention programs.
NO	III	Critique and respond to the many internal and external conditions that can influence resource allocation on communities.
NO	IV	Formulate and conduct relevant policy-based research using appropriate research designs and analytic techniques.
NO	V	Communicate public health leadership principles and concepts to lay and professional audiences through both oral and written communication.
NO	1	Discuss and explain the foundations of leadership from Ten (10) or more theorists.



Assessment System



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