

Managing Health Organizations for Quality and Performance

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Production Credits

Publisher: Michael Brown
Managing Editor: Maro Gartside
Editorial Assistant: Kayla Dos Santos
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Senior Marketing Manager: Sophie Fleck
Teague

Manufacturing and Inventory Control
Supervisor: Amy Bacus
Composition: Cenveo Publisher Services
Cover Design: Scott Moden
Cover Image: © vic927/Shutterstock, Inc.
Printing and Binding: Malloy, Inc.
Cover Printing: Malloy, Inc.

To order this product, use ISBN: 978-1-4496-3327-9

Library of Congress Cataloging-in-Publication Data

Fallon, L. Fleming.

Managing health organizations for quality and performance / L. Fleming Fallon, James Begun, William Riley.

p. ; cm.

Includes bibliographical references and index.

ISBN-13: 978-1-4496-1471-3 (pbk.)

ISBN-10: 1-4496-1471-X (pbk.)

I. Begun, James W. II. Riley, William Joseph. III. Title.

[DNLM: 1. Health Facility Administration. 2. Efficiency, Organizational. 3. Quality of Health Care—organization & administration. WX 150.1]

362.1068—dc23


2011044611

6048

Printed in the United States of America

16 15 14 13 12 10 9 8 7 6 5 4 3 2 1

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*To my wife, Marie, and to longtime friends, Charlie and Shay
Colgan and Sue and Blair Janes.*

LFF

To the memory of my mom, Eunice Sander Begun.

JWB

To my wife, Alvina, and children, Keven and Erinn.

WR

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Preface

Two overarching themes of this book are delivering quality products, programs, and services in addition to providing memorable customer and client service. The importance of both quality and customer service cannot be overemphasized. Quality (or its absence) is always remembered by people who receive or use an organization's output, whether they are consumers, customers, patients, users, or other companies or organizations. Good quality is appreciated. At best, poor quality may be tolerated in the short run.

Customer or client service evokes reactions that are similar to those associated with quality. Good customer service is rewarded by customer loyalty. Poor customer service often triggers a search for alternatives. If none can be identified, customers often feel trapped. Such feelings can trigger rudeness and discourtesy toward organizational personnel. This is a variant form of road rage that is slowly permeating American society. Good customer service is accompanied by patience. People who are treated with courtesy, respect, and patience are likely to overlook occasional errors or instances of poor customer service. Customers who are treated well demonstrate their appreciation by ignoring occasional problems ("Everyone is entitled to have a bad day"). Customers who are not treated well have very different reactions and take their business elsewhere.

Quality and good customer service require time to be established. Providers of services must remember the importance of the first impression. The nature of the first impression establishes a baseline upon which subsequent opinions are formed, and provides a powerful reason for all workers to strive for quality in output and interpersonal relationships.

The three of us are currently employed in academia and work in academic environments. We have followed different paths to arrive at similar jobs. Each of us

has real-world experience in situations requiring managerial expertise. Our previous experiences have provided us with different examples that we drew upon as we created this book. In discussing this project, we agreed that although we have different experiences, our vision and approach to teaching principles of management are sound and continue to gain acceptance. We have striven to reflect current trends and developments in the realm of health (both clinical care and public health) and management.

This book is written for students, practitioners, and others interested in the operation and administration of health organizations. Although the chapter topics sometimes discuss theoretical models, they are focused on day-to-day responsibilities and realities. Supplemental resources are provided at the conclusion of each chapter. Relevant books and journal articles are listed, as well as information on Internet websites.

Case studies enable readers to focus on a topic as well as provide a context for discussion. Each chapter opens with a brief case study. Questions for initial reflection are posed. The case studies are resolved at the conclusion of each chapter. The material presented within the chapter provides the basis for the suggested resolution to the case study. Case studies have been a standard item in the curriculum of management programs for many years. Students have endorsed case studies in written comments about their courses.

We wrote chapters and then shared them. Every chapter has been edited for consistency of grammar and presentation. The ideas and concepts remain. If we have done our jobs well, this book reads as if a single person wrote it.

This book was written for a broad array of potential readers. These include students, academics, established professionals, and new graduates who are seeking their first so-called real jobs. We consulted with many individuals from each of these constituencies as we planned and developed this book. Their comments were invaluable. Although the first phase of this project is completed (the book is finished), our ears remain open to your comments. More to the point, we welcome them. We live by our own advice and strive to produce a quality product. In short, we welcome your feedback and ask for any comments that you might care to offer.

We wish to thank the fine professionals at Jones & Bartlett Learning. Mike Brown has been a supporter of this project. For that, we thank him. We want to acknowledge Maro Gartside and Rebekah Linga for their attention to detail and rapid responses to our questions during this project. In Minneapolis, Valerie Mitchell always knew where we were, even when we tried to hide from each other. Thanks.

We accept responsibility for errors that have eluded the sharp eyes of many reviewers. We also look forward to receiving any comments or suggestions about this book to improve future editions. We can be contacted at 234 Health Center, Bowling Green State University, Bowling Green, OH, 43403 or ffallon@bgsu.edu. May the book be a useful tool for all readers.

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Dr. Fallon's recent research has focused on emergency preparedness and succession planning. He has authored 81 peer-reviewed publications and two other books on managerial topics. He recently participated in the National Conversation on Public Health and Chemical Exposure, where he served as a committee chair and member of the Chemical Emergencies Work Group. He has many years of experience as a management consultant. He has chaired the Editorial Advisory Board of the *Journal of Controversial Medical Claims*.

Dr. Fallon is a physician with residency training in occupational and environmental medicine. He received a DrPH degree in environmental health science from the Columbia University School of Public Health, New York, New York; his MD degree from St. Georges University School of Medicine, St. Georges, Grenada; and an MBA from the University of New Haven, New Haven, Connecticut. He is a graduate of Colby College, Waterville, Maine.

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James W. Begun is the Hamilton Professor of Healthcare Management in the Division of Health Policy and Management, School of Public Health, University of Minnesota. Dr. Begun teaches management and leadership in the School of Public Health, where he received the Leonard M. Schuman Award for Excellence in Teaching in 2009.

In his research, Dr. Begun studies the strategies and performance of health organizations and health professions, authoring over 100 publications, including two books. He has been active nationally in promoting competency-based education, serving as Chair of the Accrediting Commission on Education in Health Services Administration. In 2008, Dr. Begun was awarded the Gary L. Filerman Prize for Innovation in Healthcare Management Education by the Association of University Programs in Health Administration. He serves on the Science Advisory Board, Plexus Institute; Board of Commissioners, Commission on Nurse Certification; Board of Directors, Commission on the Accreditation of Healthcare Management Education; and editorial advisory board of *Health Care Management Review*.

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Dr. Riley is the author of over 50 peer-reviewed articles and one book. He is an expert in quality improvement in health care and public health. Dr. Riley is the principal investigator on major research projects related to safety and simulation training in perinatal units and quality improvement projects in state and local public health departments. He has served as an Interim Executive Director of the Public Health Accreditation Board, Washington, DC, as well as two terms as Chair of the Public Health Accreditation Board.

Dr. Riley received his PhD degree from the University of Minnesota at Minneapolis.

About the Contributor

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Todd Cash is a Finance Rotational Analyst with the SPX Corporation, which is headquartered in Charlotte, North Carolina. He received the Academic Excellence Award in Accounting for superior academic achievement and potential for intellectual and professional growth. Mr. Cash contributed material on business planning and understanding financial documents that appears in the discussion on managing finance and budgets (Chapter 15).

Mr. Cash is a graduate of Elon University, Elon, North Carolina.

