

LEADERSHIP FOR HEALTH PROFESSIONALS

Theory, Skills, and Applications

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Foreword

It is a privilege to write a foreword for this new book by Dr. Gerald Ledlow and Dr. Nicholas Coppola, for two reasons. First, the topic of leadership is something that has been central to my 20-plus years in academia, either in the books and articles I have written or in the courses I have taught. Second, I have known both Jerry and Nick for many years as trusted friends and respected colleagues. Both have excelled in their own careers within and outside of academia. They themselves are leaders who have become scholars of leadership theory and practice. Their book, *Leadership for Health Professionals: Theory, Skills, and Applications*, represents the culmination of many years of leadership engagement and scholarship in health organizations throughout the world and across all sectors of society, including public, private, and nonprofit agencies.

While reading an advance copy of this book, I was reminded of an interview I did as editor of the *Journal of Healthcare Management*. The interview was with Warren Bennis, noted as one of the top 10 leadership scholars and authors in history. In response to one of my questions about the essence of leadership, Dr. Bennis described the leader as “one who manifests direction, integrity, hardiness, and courage in a consistent pattern of behavior that inspires trust, motivation, and responsibility on the part of the followers who in turn become leaders themselves” (Johnson, 1998). I have never seen a more succinct and comprehensive description of the leader. However, in the book you are about to read, you will indeed gain a comprehensive understanding of leadership that captures the deep and rich meaning I was able to hear firsthand in that interview.

Leadership for Health Professionals: Theory, Skills, and Applications addresses the full scope of leadership, with its many challenges and its special significance in healthcare environments. Furthermore, the book provides the breadth of knowledge and range of skills an individual needs to improve his or her own leadership abilities and effectiveness. As I have advocated in my own writings, leaders of today and tomorrow are compelled to adopt principles and practices that create sustainable organizations. In particular, there must be a focus on the co-equal and vital mandates of financial viability, social responsiveness, and environmental responsibility (Johnson, 2009). The book you are about to read will provide you with a substantial and timely understanding of the art and science of leadership that will help you shape the world in meaningful and productive ways. Enjoy and learn.

James A. Johnson, PhD
Medical Social Scientist and Professor
Central Michigan University

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1. Johnson, J. A. (1998, July/August). Interview with Warren Bennis. *Journal of Healthcare Management*, 43(4), 293.
2. Johnson, J. A. (2009). *Health organizations: Theory, behavior, and development*. Sudbury, MA: Jones and Bartlett.

Preface

As the authors of this book, we want to thank you for purchasing and using this textbook for professional development, instruction, and education. We believe that the title of this book says it all: *Leadership for Health Professionals: Theory, Skills, and Applications*. Up to this point, there has not been a development-focused textbook, specific to health organizations and health professionals, that combines the classical knowledge of leadership theory in the literature with the time-honored best practices and outcomes associated with the skills and applications practiced by industry leaders. Until the publication of this book, students, educators, and professionals were placed in the position of having to buy two (or more) texts, or supplement their readings with multiple journal articles, to achieve the compilation of knowledge presented in these pages.

This textbook captures our collective hope of enabling and encouraging ever-improving leadership practice, continuous leadership development, and ultimately a more effective, efficient, and efficacious health industry. From our own practical experience, academic study, and facilitation of leadership instruction over the past 25 years, we fervently posit that great leadership practice is one of a few critical factors necessary to ensure quality healthcare delivery, good health status in our communities, and high levels of productivity in our society. As part of our ongoing effort to improve leadership practice, we developed this book and the associated materials for your use as a learning system.

The foundation of this health leadership learning system is informed by the following definition: **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. As a system, the text is based on the hierarchical learning stages of Bloom's Taxonomy of the Cognitive Domain. It takes advantage of our experiences in facilitating leadership instruction to graduate students from all walks of life and with varying levels of practical health experience for more than a decade. Put simply, the material, concepts, theories, models, applications, and skills integrated within this system greatly facilitate learning. A graduate student, reviewing this work from a student's perspective, wrote the following.

As a student, I have learned that the material taught in a course is often not as valuable as the way in which it is taught. Drs. Ledlow and Coppola have succeeded in integrating the content of leadership practice with learning how to lead in their text, *Leadership for Health Professionals: Theory, Skills, and Applications*. Students will be eager, as was I, to learn the methods employed within this

rich text. The health industry is a dynamic and engaging environment where the only constant is change. This text allows the student to become engaged in the material and extrapolate the roles, obligations, and responsibilities of leaders and managers. Drs. Ledlow and Coppola have spent years instructing health leaders and have simplified the exercise of learning into a concise, easy-to-follow format that can be straightforwardly adapted into today's ever-changing leadership environment. The reiteration of material sets a foundation, expands upon the context, and then places the information into a health context. This repetition makes it easy to learn and maximize what a student gains from a course. This text illustrates how to address continuity and stabilization in an environment ripe with change and uncertainty.

Compiled into four parts, the text begins by establishing the fundamentals of leadership (Part 1: Leadership Foundations). The thorough analysis of leadership's history establishes the underpinnings of organization and practice (Part 2: Leadership in Practice). By studying the practice of leadership, the rudimentary components of organizational structure emerge and define organizational leadership (Part 3: Leadership in Health Organizations). These building blocks establish the core theme that people are led and resources are managed (Part 4: Leading People and Managing Resources into the Future). This system facilitates learning. The knowledge is applicable and blends well into the dynamic environment of the health industry. The recurrent theme of leading people and managing resources is laced within Bloom's Taxonomy, offering a comfortable fit to any student. This is an exemplary offering to any student with the capacity to learn and grow as a leader in the health industry.

From a content perspective, themes of leadership principles, applications, and constructs such as organizational culture, cultural competency, ethical frameworks and moral practice, scientific methodology, leader competencies, external and internal assessment and evaluation, communication, planning, decision making, employee enhancement, and knowledge management are woven through the entire text and the supplemental materials. These themes are presented in multiple contexts throughout the book, and echoed in multiple chapters. To wit, the most important constructs and concepts are presented in an early chapter, further expanded and explored in a middle chapter, and then used in a context in a later chapter. The reiteration of key leader systems, actions, and behaviors provides additional opportunities for learning within a leadership course. Many times, students have not been exposed much to the material presented in a leadership course, so multiple interactions with critical content material are both efficacious and pedagogically sound. In practice, students learn more with construct and content reiteration in a time-limited semester or term.

Collectively, the authors of this book have more than 50 years of professional leadership experience that spans the continuum of health care from ambulatory clinics, to large multisite and multidisciplinary health entities, to academia. In this text, we combine our practitioner knowledge and experience and our academic experience to elucidate the competencies and learning outcomes required for graduate programs. In combining both practitioner knowledge and industry best practices in graduate education, it is our desire that you will find the studying, learning, and/or instructing of health leadership more effective, efficient, and efficacious and will enjoy a competitive advantage in your own career. It is our expectation that through studying this text, your leadership will bring about a better health organization, community, industry, and society through your application of the theories, skills, and concepts presented in this textbook.

In closing, we believe strongly that learning is a lifelong process that requires continuous exposure to, thinking about, and reflection on new information that can be turned into knowledge that is "actionable" in your leadership practice. Although this book went through a rigorous peer review process, we actively encourage feedback on its content from students, educators, and professional executives in the field. If any part of this book requires additions or omissions, please contact us. We also encourage active contribution to this text for future editions. Should you or your colleagues desire to share for consideration any cases, models, exercises, or written text for inclusion in future editions, please do not hesitate to contact us with your ideas and suggestions. If applicable and possible, your contributions may be included in future versions of this text.

Thank you for allowing us to take part in your leadership development and practice!

Acknowledgments

As in any major project, teamwork, collaboration, compromise, and dedication are required for a successful outcome when writing a book. God, first and foremost, has nurtured, loved, and cared for me and my family to enable all that I am. My beautiful wife, Silke, and my wonderful daughters, Sarah, Rebecca, and Miriam, supported and encouraged my work for this textbook: Thank you, and I love you all very much. Heidi Hulsey, a doctoral candidate and my assistant, worked tirelessly to assist in reviewing and refining the manuscript and supporting materials; her work is greatly appreciated. Nick Coppola, my partner in this project, provided a superb collegial environment while working intelligently and diligently on the many aspects of this textbook and supporting materials: Thank you for your collaborative spirit and dedication. Lastly, I greatly appreciate and empathize with the myriad of health leaders—those now on the stage and those waiting in the wings—who provide the organizational nourishment, direction, and moral fiber for the health industry on a daily basis. I am greatly encouraged by those health leaders who “lead people and manage resources” in our dynamic world.

Gerald (Jerry) R. Ledlow, PhD, MHA, FACHE

Becoming a leader is a process that cannot be accomplished alone. Although the names would be too numerous to mention, dozens of mentors and role models over the decades have provided guidance, encouragement, and wisdom that I now share with the readers of this text. I thank all of them for allowing me to share their knowledge with you. My heartfelt thanks also go out to my spouse (and better half), Susannah, and my three wonderful children, Nicholas, Holly, and GiGi. My family supported me during more than one late night and weekend visit to the office while writing this text. Thank you for your love and support. I also want to thank the students in my leadership classes who aided in the development of this effort. Furthermore, I extend my gratitude to my graduate assistants for conducting research and literature reviews for this book: Major Jake Bustoz, Jeanette Krajca, and Corey Morrell. Special thanks are extended to my friend and colleague, Dr. Jerry Ledlow. Without his generous invitation to partner on this leadership journey with him, I would not be a co-author on this text. Finally, thank you to all the health leaders currently working in the industry today who make the U.S. healthcare system the most respected in the world!

M. Nicholas Coppola, PhD, MHA, FACHE

Author Biographies

GERALD (JERRY) R. LEDLOW, PHD, MHA, FACHE



Dr. Gerald (Jerry) R. Ledlow, as a board-certified healthcare executive and Fellow in the American College of Healthcare Executives, has led team members and managed resources in health organizations for more than 25 years, including 15 years as a practitioner and a decade as an academically based teacher-scholar. He has successfully held a variety of positions: (1) executive-level positions in corporate and military health systems in the areas of clinical operations, managed care, supply chain and logistics, information systems, and facility management; (2) management positions in health services, medical materials, and the supply chain; and (3) various academic leadership positions as the director of doctoral programs at two universities, director of academic affairs, director of student services, and director of the center for survey research and health information, as well as holding tenured faculty positions at two doc-

toral research universities. Dr. Ledlow earned his PhD in organizational leadership from the University of Oklahoma, a master of health administration degree from Baylor University, and a bachelor of arts degree in economics from the Virginia Military Institute. He has held tenured graduate faculty positions at Central Michigan University and currently is a tenured associate professor and graduate faculty member at Georgia Southern University.

Dr. Ledlow has taught 24 different graduate-level courses, including teaching doctoral- and master's-level students in the topic of health leadership. "Dr. Jerry" (as his students call him) has made presentations on health-related topics and health leadership models and applications across the globe; he has presented to a myriad of audiences internationally, nationally, and locally. He has published in many venues (e.g., journals, book chapters) and has been author, contributing author, editor, and reviewer for several books.

Dr. Ledlow is married to his beautiful wife, Silke, and has three fantastic daughters, Sarah, Rebecca, and Miriam. He is a regional editor for the *Journal of Global Business and Technology*, is on several publication review teams, and participates as a member of various task forces and committees internationally, nationally, and

at the state level. Years ago, Dr. Jerry was a National Registry–certified emergency management technician as a volunteer and was deployed to combat zones as a commissioned officer in the U.S. Army Medical Service Corps. He received the Federal Sector Managed Care Executive of the Year Award in 1998 and the American College of Healthcare Executives’ Regent’s Award in 1997 and in 2003. His interests are health industry oriented and focus on the areas of leadership, management, decision sciences, supply chain and logistics, community preparedness for terrorism and disasters, socioeconomic constructs of health and community health status, and any project that has the potential to improve the health of communities through moral, effective, efficient, and efficacious health leadership and management practices.

M. NICHOLAS COPPOLA, PHD, MHA, FACHE



Dr. M. Nicholas Coppola is the Program Director for the Healthcare Master of Science in Clinical Practice Management program at Texas Tech University Health Sciences Center. He is also the (elected) American College of Healthcare Executives (ACHE) Regent for the West Texas Region. In this capacity, he represents the interests of nearly 500 senior healthcare executives in West Texas and New Mexico.

Dr. Coppola retired from the U.S. Army in 2008 after more than 26 years of officer and enlisted service. He served in progressive leadership positions in engineer, infantry, and medical units. Dr. Coppola is also the past ACHE Regent for the Army. In this capacity, he represented the interests of Army healthcare executives worldwide. Dr. Coppola is the Founding Associate Dean of the Army Medical Department’s Graduate School, and was the Founding Program Director of the Army–Baylor Graduate Program in Health and Business Administration (MHA/MBA joint degree). He is an ACHE Fellow, and a Past Fellow of the U.S. Medicine Institute.

Dr. Coppola earned a master of science degree in administration from Central Michigan University, and a master of health administration degree from Baylor University, Texas. He has a PhD in health service organizations and research from the Medical College of Virginia Campus, Virginia Commonwealth University.

Dr. Coppola is the author of more than 100 scholarly publications and presentations, and has lectured globally on healthcare leadership and healthcare administration. He is the proud recipient of numerous leadership awards, including the 9A Proficiency Designator award from the Surgeon General (which identifies the top 1 percent of Army medical personnel), four ACHE Leader-to-Leader awards, one ACHE Governor’s Award, and awards of leadership and recognition from every university from which he has earned a degree. Prior to his military retirement, officers worldwide nominated and elected him as the Medical Service Corps’ Mentor of the Year. Dr. Coppola is listed in two national *Who’s Who* publications, and is a member of three national honor societies in allied health, business, and healthcare administration.

Dr. Coppola and his wife, Susannah, have three wonderful children together: Nicholas, Holly, and GiGi.

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