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               Activities; *Managerial Occupations; Personnel
               Evaluation; Problem Solving; *Teaching Methods; Test
               Items; Transparencies; Units of Study
IDENTIFIERS   Iowa

ABSTRACT
               This document contains materials for a college course
in health management developed for the State of Iowa. The course
syllabus lists the course title, hours, number, description,
prerequisites, learning activities, instructional units, required
text, 13 references, evaluation criteria, course objectives, and
course competencies. It is followed by eight instructional units that
cover these topics: the health care management process, management
skills and styles, theories of human behavior, problem solving,
communication skills, conflict resolution, team-building skills, and
employee performance evaluation. Units contain the following: (1)
information on prerequisites, required and recommended references,
learning activities, and objectives; (2) topic outline; (3)
evaluation criteria; (4) an instructor guide that lists references,
suggests lecture notes, specifies equipment needed, and provides
transparency masters and handouts; (5) a student study guide; and (6)
evaluation questions. (KC)

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ED339896

HEALTH MANAGER

Developed by: Health Science Department
Kirkwood Community College
For the State of Iowa
Department of Education
Bureau of Career Education

Course materials distributed through
Iowa Curriculum Assistance Systems
Iowa State University
N008 Lagomarcino Hall
Ames, Iowa 50011

May 1988

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COURSE SYLLABUS

COURSE: Management Skills for Health Supervisors (Health Manager) M-400

HOURS: 32 Clock hours; (2 lecture hours, 0 lab hours) 2 credit hours

COURSE NUMBER: HS410U

COURSE DESCRIPTION: Integrates insights from several disciplines in providing introductory management and leadership skills specifically for allied health, dental, and nursing practi_.._ners interested in or occupying supervisory positions in Health Care. Emphasis in development of interpersonal skills, following a problem solving model.

PREREQUISITES: None

LEARNING ACTIVITIES:
1. Lecture and discussions
2. Role playing, gaming
3. Read text
4. Personal research
5. Listen to audiotapes
6. View videotape programs

INSTRUCTIONAL UNITS:

M-401	Healthcare Management Process
M-402	Management Ckills and Styles
M-403	Theories of Human Behavior
M-404	Problem Solving
M-405	Communication Skills
M-406	Conflict Resolution
M-407	Team Building Skills
M-408	Employee Performance Evaluation

REQUIRED TEXT: LEADERSHIP EFFECTIVENESS TRAINING, L.E.T., By Thomas Gordon, Bantam Books, 1978.

REFERENCES:
1. Hersey and Blanchard, MANAGEMENT OF ORGANIZATIONAL BEHAVIOR, Prentice Hall, 3rd Edition, 1977.
2. Smith and Kaluzny, THE WHITE LABYRINTH, McCutcheon Publishers, 1975.
3. McGraw-Hill Supervision Series on videotape. (Controlling, Directing, Organizing, Planning).
4. Rollin Glaser, How to Get Extraordinary Performance from Ordinary People. Organization Design and Development, Bryn Mawr, PA 19010
5. Kelwynn Group, Communication Style. Organization Design and Development Group, 1984.
6. Marshall Sashkin, Conflict Style Inventory. Orgnnization Design and Development, 1986.

7. Kenneth R. Phillips, Performance Appraisal Skills Inventory. Organization Design and Development, 1987.
8. Kurt Lewin, The Force Field Problem Solving Model. Organization Design and Development, 1986.
9. Robert Maddux, Effective Performance Appraisals. Crisp Publications, Inc., Los Altos, CA, 1987.
10. Robert Maddux, Successful Negotiation - Effective Win-Win Strategies and Tactics. Crisp Publications, Inc., Los Altos, CA, 1988.
11. Robert Maddux, Team Building, an Exercise in Leadership. Crisp Publications, Inc., Los Altos, CA, 1988.
12. Elwood N. Chapman, The Fifty-Minute Supervisor. Crisp Publications, Inc., Los Altos, CA, 1986.
13. Robert Montgomery, Listen Your Way to Success - cassette series. Learn Incorporated, Mount Laurel, NJ, 1984.

EVALUATION: Class participation 20%, Independent Study Project 25%, Midterm 25%, Final 30%.

Grading Scale:
90 -100% = A
80 - 89% = B
70 - 79% = C
60 - 69% = D
below 60%= F

COURSE
OBJECTIVES:

M-401   Compare the definition of leadership to management and explain how the management process functions.
M-402   Describe the basic concepts of management skills and understand various styles of leadership and management.
M-403   Relate what influence human behavior theory has upon management skills.
M-404   Summarize the human skills necessary to solve problems as a healthcare manager.
M-405   Identify the value of communication and listening skills when dealing with management in a healthcare setting.
M-406   Summarize the principles of conflict resolution and the impact of conflict upon a healthcare organization.
M-407   Summarize the value of team building to an organization in terms of efficient and effective management as well as how to conduct effective meetings.
M-408   Compare the characteristics and complications of traditional employee evaluation to those of a periodic planning conference.

COURSE
COMPETENCIES:
1. Understand the role of a health manager.
2. Develop a management style.
3. Apply social transaction and group dynamics theory in health organization settings.
4. Apply the problem solving model in communications, conflict resolution, team building, conducting meetings, and evaluating performance.
5. Develop a performance appraisal system for an employment situation.

HEALTH MANAGER   HEAI THCARE MANAGEMENT PROCESS   M-401

UNIT
PREREQUISITES: None

REQUIRED
REFERENCES: L.E.T. pgs. 1-5

RECOMMENDED
REFERENCES: 1.   Hersey and Blanchard, Management of Organizational
                     Behavior, Prentice Hall, 3rd Edition, 1977. Pgs. 3-6,
                     168-170.
                2.   Elwood Chapman, The Fifty Minute Supervisor, Crisp
                     Publications, 1986.

LEARNING
ACTIVITIES: 1.   Participate in seminar and discussion activities.
                2.   Read L.E.T. text assignment.

OBJECTIVES: M-401   Compare the definitions of leadership and management and
                     explain how the management process functions by answering
                     questions on a mid-term and final exam with 70 percent
                     accuracy:
                .1   Develop a definition of management that includes
                     concern for working with people and accomplishing the
                     goals of the organization.
                .2   Distinguish the difference between concepts of
                     leadership and concepts of management.
                .3   Identify characteristics that define an organization.
                .4   List four functions of the management process; i.e.,
                     planning, organization, motivating, and controlling.
                .5   Relate each of the functions of the management process
                     to activities in healthcare managerial roles.

TOPIC
OUTLINE: I. Behavioral Change
                    II. Management Defined
                   III. Organization Defined
                    IV. Management Process
                     V. Healthcare Management Process

EVALUATION: Twenty-five percent of the mid-term and ten percent of the final
                exam will be based upon this unit.

Health Manager   Instructor Guide   M-401
                                                                Healthcare Mgt.
                                                                Process

1. Instructor References:
    a. Hersey and Blanchard, Management of Organizational Behavior,
        pgs. 3-6, 168-170.
    b. Smith and Kaluzny, The White Labyrinth, pg. 47.
    c. Elwood Chapman, The Fifty Minute Supervisor, Crisp Publications, 1986
        Order through the Training Store, Training Resource Corporation,
        5 South Miller Rd., Harrisburg, PA 17109. $6.95.

2. Lecture Notes:
        Develop notes utilizing student guide and L.E.T. text.
        Schedule approximately two hours for this unit.

3. Media, Equipment and Supplies For This Unit:
        Overhead projector

4. Master Transparencies:
        There are eight master sheets for transparencies which may be
        produced to supplement lecture.

5. Other Student Handouts:
        Provide student with unit objective sheet. Provide student with
        student guide to facilitate note taking during seminar/discussion.

Health Manager   Student Guide   M-401
                                                                     Healthcare Mgt.
                                                                     Process

I.   Behavioral Change:

     A.   Knowledge:

     B.   Attitude:

     C.   Behavior of Individual:

     D.   Behavior of Group:

II. Management Defined:

     A.   Classroom Definition:

     B.   Leadership and Management:

III. Organization

     A.   Social System:

B.   Subsystems:

    1.   Administrative / Structural:

    2.   Economic / Technological:

    3.   Informational / Decision - Making:

    4.   Human / Social:

C.   Managerial Roles

    1.   Producing:

    2.   Implementing:

    3.   Innovating:

    4.   Integrating:

Health Manager

IV. Management Process

    A.   Planning:

    B.   Organizing:

    C.   Motivating:

    D.   Controlling:

V. Health Care Management Process

    A.   Open System defined:

        1.   Energy Development:

        2.   Inputs and Throughputs:

        3.   Outputs:

        4.   Processing:

        5.   Change:

Health Manager

B.   Open System Components

    1.   Production:

    2.   Support:

    3.   Maintenance:

    4.   Adaptation Component:

    5.   Managerial Component:

C.   Control of the System ..... by who?

THE PROCESS OF MANAGEMENT
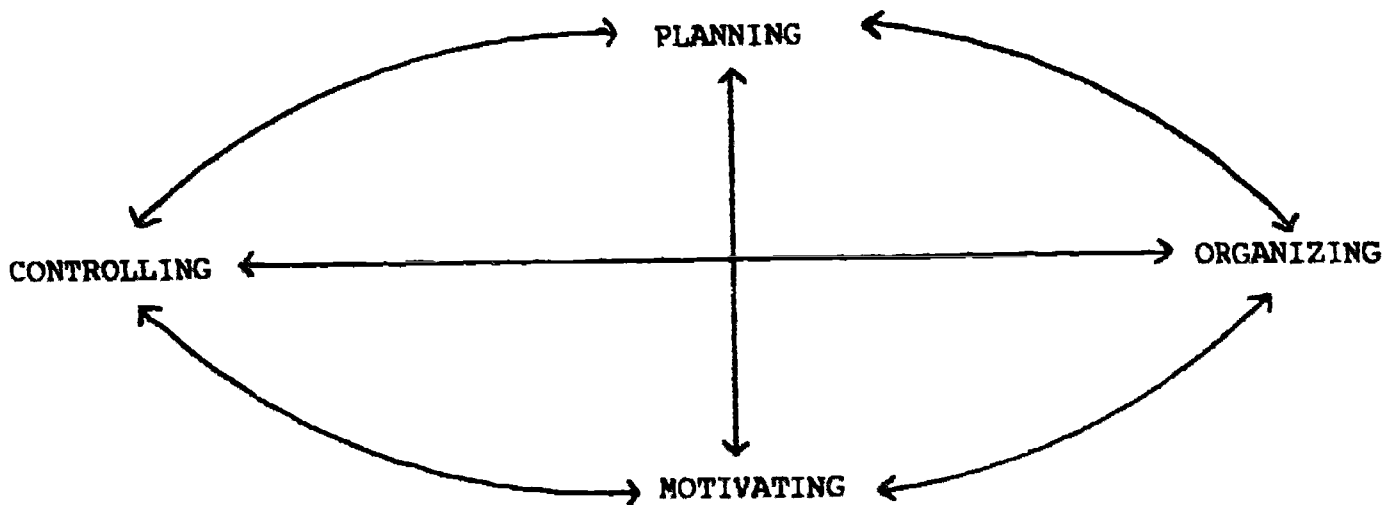
```
                          PLANNING
                             ↑
                             |
                             |
CONTROLLING ←————————————————+————————————————→ ORGANIZING
                             |
                             |
                             ↓
                          MOTIVATING
```

1. Planning: Setting goals and objectives complete with
    how to accomplish these goals and objectives.

2. Organizing: Bringing together all necessary component
    parts to accomplish goals. Organizing
    requires integration of resources.

3. Motivating: Determines the level of performance.

4. Controlling: Follow-up to compare results against
    goals and adjust if necessary.

THE MANAGEMENT PROCESS FOR HEALTH CARE

An Open System

```
┌──────────┐                ┌──────────────┐            ┌─────────┐
│  INPUTS  │───────────────▶│ THROUGH PUTS │───────────▶│ OUTPUTS │
└──────────┘                └──────────────┘            └─────────┘
      ▲                                                       │
      │                     ┌──────────────┐                  │
      └─────────────────────│ ENVIRONMENTAL│◀─────────────────┘
                            │   FEEDBACK   │
                            └──────────────┘
```

THE PROCESS OF MANAGEMENT

1. Planning: Setting goals and objectives complete with
    how to accomplish these goals and objectives.

2. Organizing: Bringing together all necessary component
    parts to accomplish goals. Organizing
    requires integration of resources.

3. Motivating: Determines the level of performance.

4. Controlling: Follow-up to compare results against
    goals and adjust if necessary.

THE MANAGEMENT PROCESS FOR HEALTH CARE

An Open System

INPUTS → THROUGH PUTS → OUTPUTS → ENVIRONMENTAL FEEDBACK → INPUTS

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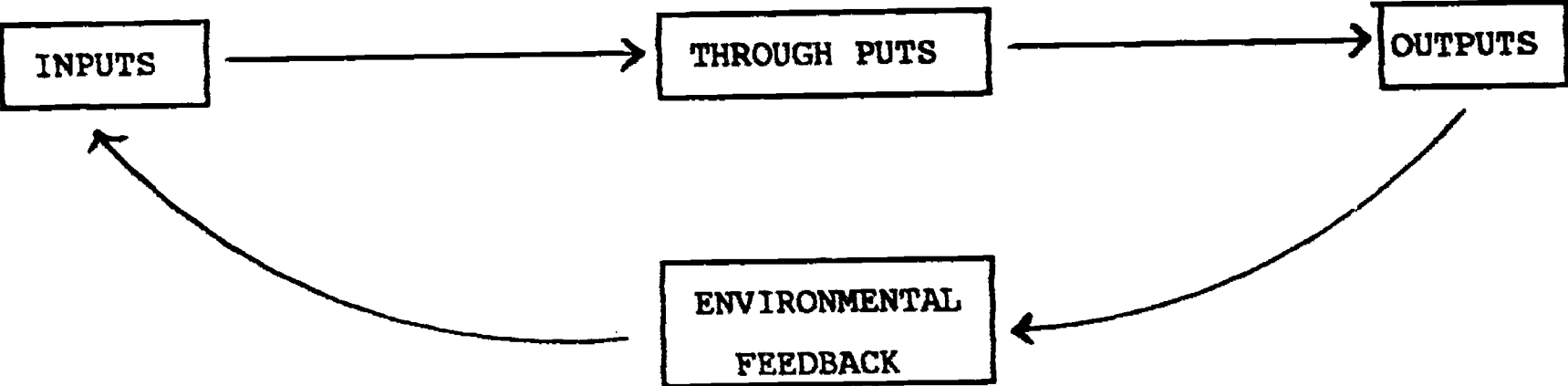
TIME AND DIFFICULTY INVOLVED IN MAKING VARIOUS CHANGES

(High)

Difficulty

(Low)

GROUP BEHAVIOR

INDIVIDUAL BEHAVIOR

ATTITUDES

KNOWLEDGE

(Short)————————————————— TIME INVOLVED ——————————————→ (Long)

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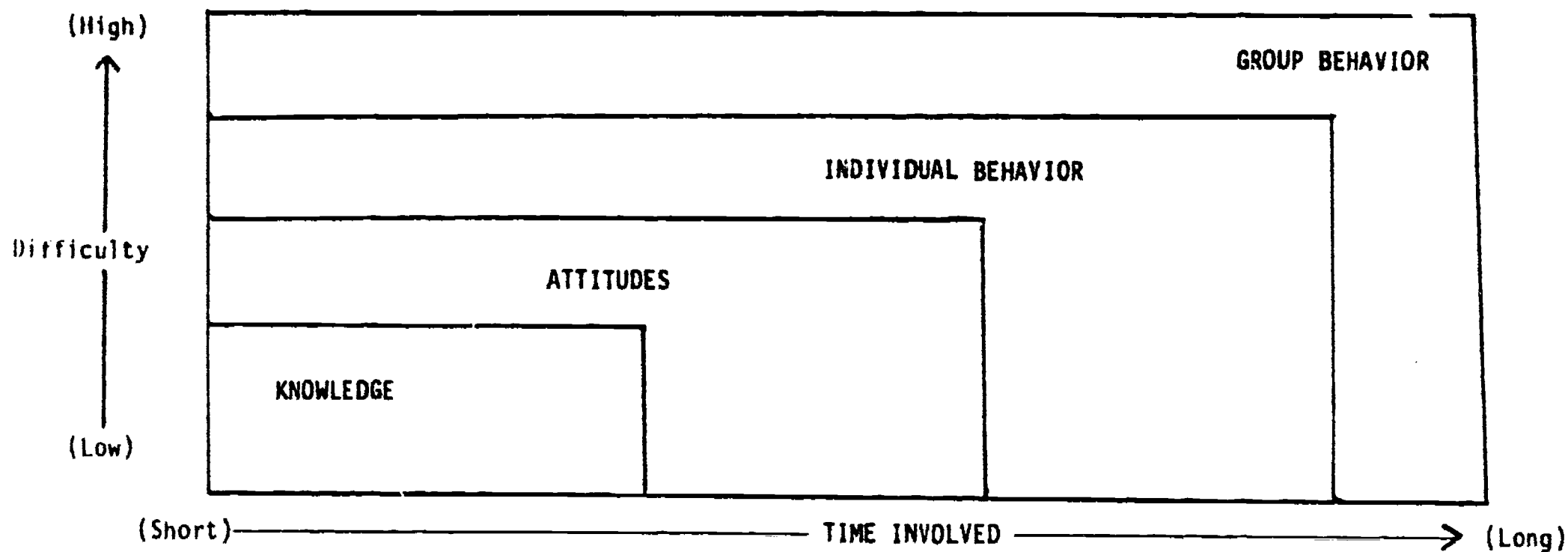
Characteristics of an Organization
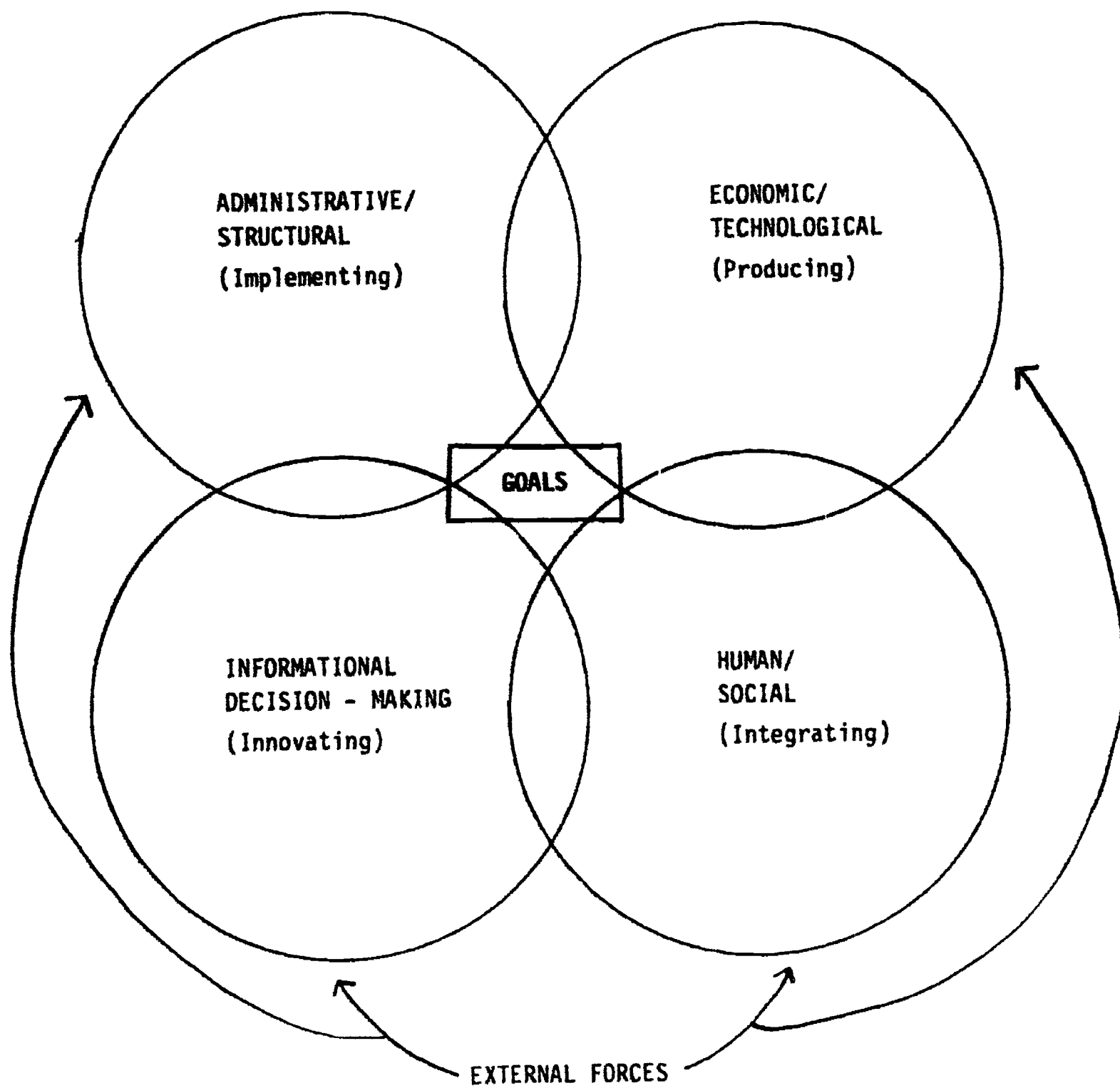
MANAGEMENT:

Working with and through individuals and groups to accomplish organizational goals.

> Management of Organizational Behavior
> Hersey and Blanchard   Page 3

MANAGERIAL COMPONENT:

Coordinating and directing the activities of the other components.

> The White Labyrinth
> Smith and Kaluzny   Page 47

MANAGEMENT:

Management is the art of arts because it is the organizer of talent.

> "Is Management really an Art?"
> Henry M. Boettinger

OUR DEFINITION OF MANAGEMENT:

The achievement of Organizational Objectives through leadership keeping organizational goals paramount while treating people decently.

LEADERSHIP

Definition: When one attempts to influence the behavior of an individual or group regardless of the reason.

Difference: Management is defined through organizational goals
Leadership is defined any set of goals

Who practices Leadership? Who practices Management?

   (a) Corporate Chief Executive Officer
   (b) Physician
   (c) Nurse
   (d) Military Officer
   (e) Office Supervisor

HEALTH MANAGER   Evaluation   M-401
                                                                Healthcare Management
                                                                Process

Possible Test Questions

1. Define management, be specific about treatment of people and the
    organization.

2. Compare and contrast leadership and management.

3. What specific features/characteristics are common for nearly all
    organizations.

4. List four functions of the management process and briefly describe each
    function.

5. Apply the four functions of the management process to the role of a
    manager of a hospital department. Select a specific hospital department
    to refer to when developing your response.

HEALTH MANAGER MANAGEMENT SKILLS & STYLES M-402

UNIT
PREREQUISITES: None

REQUIRED
REFERENCES: L.E.T. Chapter 2

RECOMMENDED
REFERENCES: 1. Hersey and Blanchard, Management of Organizational Behavior, Prentice Hall, 3rd Edition, 1977. Pgs. 3-6, 168-170.

LEARNING
ACTIVITIES: 1. Participate in seminar and discussion activities.
2. Read L.E.T. text assignment.

OBJECTIVES: M-402 Describe the basic concepts of management skills and understand various styles of leadership and management by answering questions on a mid-term and final exam with 70 percent accuracy.

.1 Describe three broad skill areas needed to carry out the management process, i.e., technical, human, and conceptual skills.

.2 Explain how an appropriate mix of technical, human, and conceptual skills would vary according to the level of management.

.3 Offer examples from the healthcare setting, that demonstrate skill areas needed by different managerial positions.

.4 Explain why a healthcare manager of the supervisory level might be more concerned with human relation skills to carry out the processes of motivation and controlling.

.5 Briefly describe a management style that utilizes an autocratic, participatory, or situational approach.

.6 Identify what is common about management styles emphasizing the focus placed upon task performance or employee relationships.

.7 Describe an approach to measuring managerial effectiveness.

TOPIC
OUTLINE: I. Management Skills
II. Management Styles
   A. Types
   B. Situational Leadership
   C. Leadership Styles
   D. Application of Situational Leadership Style
III. Measuring Managerial Effectiveness

EVALUATION: Twenty-five percent of the mid-term and ten percent of the final exam will be based upon this unit.

Health Manager   Instructor Guide   M-402
                                                                     Mgt. Skills and
                                                                     Styles

1. Instructor References:
    Hersey and Blanchard, Management of Organization Behavior, 1977.
    Pgs. 3-6, 168-170.

2. Lecture Notes:
    Develop notes utilizing student guide and L.E.T. text.
    Schedule approximately two hours for this unit.

3. Media, Equipment and Supplies For This Unit:
    Overhead projector.

4. Master Transparencies:
    There are two transparencies which may be produced.

5. Other Student Handouts:
    Provide student with unit objective sheet.
    Provide student with student guide to facilitate note taking during
    seminar/discussion.
    Reproduce copy of flow chart.

I. Management Skills

    A. Skill Areas

        1. Technical

        2. Human

        3. Conceptual

    B. Skills Mixing

        1. Technical to Conceptual:

        2. The Common Denominator:

        3. The Health Care Supervisor:

II. Management Styles

    A. Types

        1. Autocratic

        2. Participatory

        3. Situational

Health Manager   M-402

    B.   Situational Leadership

        1.   Linear vs. Curvilinear Approach

            a.   Task behavior

            b.   Relationship behavior

        2.   The Basics for Situational Leadership

            a.

            b.

            c.

        3.   Results are:

            a.   Situational Leadership will be

            b.   Followers are

        4.   Maturity Defined in terms of Situational Leadership:

C. Leadership Style is: <u>Relationship behavior which creates greater two</u>

<u>way communication and promotes active listening.</u>

1. Telling:

2. Selling:

3. Participating:

4. Delegating:

D. Application of Situational Leadership Style

1.

2.

3.

III. Measuring Managerial Effectiveness

    A.   Task Behavior/Indicator

        1.

        2.

        3.

        4.

        5.

    B.   Relationship - Behavior/Indicator

        1.

        2.

        3.

        4.

        5.

HEALTH SCIENCE DEPARTMENT
FLOW CHART

KIRKWOOD COMMUNITY COLLEGE

Norm Nielsen, Ph.D.
Superintendent/President

Susan Carroll, Ph.D.
Vice Pres. of Instruction

Dave Jensen, MA
Dean for Voc-Tech Education

Vivian Klaus, BA
Asst. Dean, Health Sc. Dept.

John McCabe, Ph.D.
Department Head Health Sc.

| Lynn Fraker, BS Coordinator Dental Asst. | Delores Chance, BA Coordinator Dental Lab Tech. | Terese Claeys, BA Coordinator Medical Records Technology | Mary Early, BS Coordinator Medical Asst. | Ann Woodward, BSN Coordinator Nursing Program | Mary Ellen Dunford, BA Coordinator Occupational Ther. Asst | Ken Bronkhorst, BA Coordinator Respiratory Therapy |

Dental Asst.
Off-Campus Prog

Margaret Gordon, BA
Jean McCabe, Ph.D.
Coordinators
EEG Technology

Medical Asst.
Associate
Degree Program

LPN Program

Pam Gilds, AAS
Coordinator
Orthopaedic Phys.
Assistant

Coordinator
Physical Therapy
Assistant

Dental Asst.
Associate
Degree Program

Assoc. Degree Prog

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Health Science Department Secretaries

Kathy Weber - Asst. Dean / Dept. Head
Sharon Daugherty - MRT, DA, DLT, OTA, OPA, RT, EEG
Betty Bails - NSC, MA

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MANAGEMENT SKILLS

TECHNICAL SKILL-

Ability to use knowledge, methods, techniques, and equipment necessary for the performance of specific tasks acquired from experience, education and training.

HUMAN SKILL-

Ability and judgement in working with and through people including and understanding of motivation and an application of effective leadership.

CONCEPTUAL SKILL-

Ability to understand the complexities of the overall organization and where ones own operation fits into the organization. This permits one to act according to the goals and objectives of the total organization rather than only on the basis of the goals and needs of one's own immediate group.

MANAGEMENT STYLE

1. Autocratic --

   Tell followers what to do and when to do it.

2. Participatory --

   Shares leadership responsibilities with followers by
   involving them in planning and execution of tasks.

3. Situational --

   Styles depends upon maturity level of people
   who are to be influenced.

HEALTH MANAGER   Evaluation   M-402
                                                                Management Skills
                                                                and Styles

Possible Test Questions:

1. List and describe the three skills used by a manager.

2. Three management skills are necessary for all managers, but these three
    skills are required at greater or lesser degrees depending upon the level
    of management.

    Explain the difference between the mix of management skills necessary for
    a Hospital Radiology Department Manager and those of a hospital
    administrator.

3. Describe the management skill characteristics needed in each of the
    healthcare management positions listed:

    Department Head - Personnel
    Department Head - Medical Lab
    Department Head - Patient Accounts
    Department Head - Housekeeping

4. Why are human skills so critical to a healthcare supervisor to carry out
    processes of control and motivation?

5. Describe each of the management styles listed:

    autocratic
    participatory
    situational

6. Explain the difference between a supervisor who emphasizes task   ·
    performance compared to one who emphasizes employee relationships.

UNIT
PREREQUISITES: None

REQUIRED
REFERENCES: L.E.T.   Chapter 2

RECOMMENDED
REFERENCES: 1.   The White Labryinth, 1975, pgs. 107-179.
                    2.   Management of Organizational Behavior, 1977,
                         pgs. 162-165, 170-176.

LEARNING
ACTIVITIES: 1.   Participate in seminar and discussion activities.
                    2.   Read L.E.T. text assignment.

OBJECTIVES: M-403 Relate what influence human behavior theory has upon
                          management skills by answering questions on a mid-term and
                          final exam with 70 percent accuracy.
                    .1   Give examples of role expectations when healthcare
                         systems are viewed as a bureaucratic/industrial,
                         professional, and anarchistic/participatory.
                    .2   List and give examples of five social transactions
                         described by Berne as games.
                    .3   Given examples from healthcare settings, identify
                         complementary or crossed transactions within
                         parent-child-adult context.
                    .4   Offer an explanation, in terms of transactional
                         analysis, of why a person appointed to a supervisory
                         position may encounter resistance or hostility from
                         his/her subordinates.
                    .5   Briefly outline Maslow's hierarchy of needs and
                         Herzberg's theory of motivation.
                    .6   Briefly describe management received as an "equitable
                         exchange" or mutual satisfaction of needs.
                    .7   Relate the "full cup principle" in terms of a manager
                         meeting his own needs and those of his/her
                         subordinates.
                    .8   Describe the concept of "mutual needs satisfaction" in
                         terms of the role of a healthcare supervisor.
                    .9   Explain how productive work time is impaired when
                         either leader or follower needs are not met.

TOPIC
OUTLINE: I.   Group Dynamics and Social Transactions
                         A.   Role expectations
                         B.   Berne's five social transactions
                         C.   Complementary or crossed transactions
                    II. Motivation and Job Satisfaction
                         A.   Maslow's Hierarchy of Needs
                         B.   Herzberg's Theory
                         C.   Needs Satisfaction
                         D.   Full Cup Principle
                         E.   Mutual Needs Satisfaction
                         F.   Productive Time Impairment

EVALUATION: Twenty-five percent of the mid-term and ten percent of the final
                    exam will be based upon this unit.

Health Manager   Instructor Guide   M-403
                                                                    Theories of
                                                                    Human Behavior

1.   Instructor References:
     a.   Smith & Kaluzny, The White Labyrinth, 1975. pg. 107-179.
     b.   Hersey & Blanchard, Management of Organizational Behavior, 1977.
          pgs. 162-165, 170-176.

2.   Lecture Notes:
          Develop notes utilizing student guide and L.E.T. text.
          Schedule approximately three hours for this unit.

3.   Media, Equipment, and Supplies For This Unit:
          None

4.   Master Transparencies
          None

5.   Other Student Handouts:
          Provide student with unit objective sheet.
          Provide student with student guide to facilitate note taking during
          seminar/discussion.

I.   Group Dynamics and Social Transactions

   A.   Role expectations
        1.   Bureaucratic/Industrial:

        2.   The professional model:

        3.   Anarchistic/Participatory:

   B.   Berne's Five Social Transactions:
        1.   Rituals:

        2.   Activity:

        3.   Pastimes:

        4.   A game:

        5.   Intimacy:

   C.   Complementary or Crossed Transactions:
        1.   Parent-parent/adult-adult/child-child:

        2.   Crossed transactions:

II. Motivation and Job Satisfaction

   A.   Maslow's Hierarchy of Needs
        1.

        2.

        3.

        4.

        5.

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    B.   Herzberg's Theory
        1.

        2.

    C.   Needs Satisfaction:
        1.   Satisfied

        2.   Dissatisfied

    D.   Full Cup Principle

    E.   Mutual Needs Satisfaction
        1.   Skills to meet group needs

        2.   Skills to meet organizational needs

    F.   Productive Time Impairment When Needs Not Met

HEALTH MANAGER   Evaluation   M-403
                                                                Theories of Human
                                                                Behavior

Possible Test Questions:

1.   What role expectations would exist if you were a healtcare manager in each
      of the following types of healthcare systems:

      bureaucratic/industrial
      professional
      anarchistic/participatory

2.   Berne, author of "Games People Play" describes different levels of social
      interaction as games. Describe each of Berne's games:

      rituals
      activity
      pastimes
      game
      intimacy

3.   Explain the difference between social transactions which are complementary
      and those which are crossed. Which transactions (if any) are ineffective?

4.   Why may a newly appointed supervisor encounter resistance from
      subordinates?
      Include transaction analysis within your explanation.

5.   Describe Maslow's hierarchy of needs in terms of (1) employee needs and
      (2) leader's needs.

6.   Herzberg's theory of motivation deals with needs satisfaction and
      obstacles as well as providers of need satisfaction. List two
      dissatisfiers and two satisfiers.

7.   Describe a healthcare managers role when utilizing mutual needs
      satisfaction.

8.   Apply the "full cup principle" as it relates to a manager meeting needs of
      self and needs of subordinates.

9.   How is productive work time hampered when the subordinates needs are not
      met?

HEALTH MANAGER   PROBLEM SOLVING   M-404

UNIT
PREREQUISITES: None

REQUIRED
REFERENCES: L.E.T.   Chapter II and IV

RECOMMENDED
REFERENCES: None

LEARNING
ACTIVITIES: 1.   Participate in seminar.
               2.   Complete the Force Field Problem Solving Model exercise.
               3.   Participate in problem solving role playing activity.

OBJECTIVES: M-404 Summarize the human skills necessary to solve problems as a
               healthcare manager by answering questions on a final exam
               with 70 percent accuracy.
               .1   Given a behavioral situation be able to identify
                    behavior as acceptable or unacceptable to subordinate
                    as well as self.
               .2   Describe reasons why your view of behavior as
                    acceptable or or unacceptable may change from day to
                    day.
               .3   List at least four verbal and four nonverbal cues or
                    clues that indicate a subordinate has a problem.
               .4   Explain how productive work time is affected when
                    either the subordinates or the group leader has a
                    problem.
               .5   Outline the problem solving process as six separate
                    steps.
               .6   Justify the statement that a manager's responsibility
                    is not to solve problems, but to see the problems get
                    solved.

TOPIC
OUTLINE: I. Problem Solving
                     A.   Looking for clues
                     B.   Decoding messages
                 II. Identifying Problems
                III. Problem Solving Process

EVALUATION: Twenty-five percent of the mid-term and ten percent of the final
               exam will be based upon this unit.

Health Manager   Instructor Guide   M-404
                                                                Problem Solving

1.   Instructor References:
          Kurt Lewin, The Force Field Problem Solving Model.
          Order through Organization Design and Development,
          101 Bryn Mawr Ave., Bryn Mawr, PA 19010. $3.75 p/copy.

2.   Lecture Notes:
          Develop notes utilizing student guide and L.E.T. text.
          Devote approximately three hours to this unit.
          Set aside one hour for mid-term exam.

3.   Media, Equipment and Supplies For This Unit:
          None

4.   Master Transparencies:
          None

5.   Other Student Handouts:
          Provide student with unit objective sheet.
          Provide student with student guide to facilitate note taking during
          seminar/discussion.
          Reproduce discussion handout for distribution.

I.   Needs

    A.   Telltale Cues and Clues

        1.   Uncommunicative

        2.   Sulking

        3.   Avoidance

        4.   Irritable

        5.   Smiling

        6.   Daydreaming

        7.   Appearance

        8.   Sarcastic

        9.   Speed

        10. Posture

    B.   Ventilation

    C.   The Coding Process

        1.   When to get involved?

        2.   Is this the real message?

    D.   Decoding

        1.   Impression = Expression

2. Problem Solving - 6 Steps

    a. Identify

    b. Alternative Solutions

    c. Evaluation of Solutions

    d. Decision Making

    e. Implementation

    f. Follow-up

II. Behavior

A. Acceptable vs. Unacceptable

    1. Examples

B. Behavior Rectangle

    1. Various types of behavior within the rectangle

    2. Cues and Clues

C. Problem Ownership

    1. Subordinate

        a. Needs being met?

    2. Leader

        a. Needs being met?

D. The "No Problem" Area

    1. Mutual Needs Satisfaction:

    2. Problem Elimination:

III. Problem Solving

    A.   Who Solves:

        1.   Facilitator or one man show?

    B.   Problem Solving Process:

        1.

        2.

        3.

        4.

        5.

        6.

    C.   Critical Issue:

IV. Role Playing

    A.   Door Openers

    B.   Passive Listening

    C.   Acknowledgment Responses

    D.   Active Listening

Health Manager   Discussion Handout   M-404
                                                                        Problem Solving

Instruction: Fill in the dialogue.

Introduction: Gerry is the office supervisor within a small office where there
                are (3) staff. June is one of the staff and during the last (3)
                weeks has been late (6) times each approximately 20 minutes.
                June has been employed with the office (6) years. The other
                staff Jack and Mike have been in the office 3 and 5 years
                respectively. Jack has been obligated to pick up the early
                morning slack created by June.
                Gerry has been with the office 5 years and was promoted 3 weeks
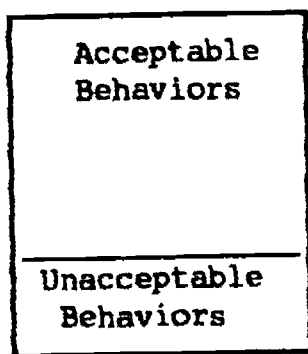   ago.

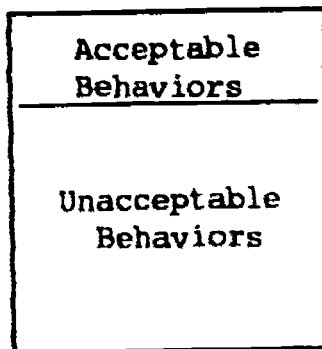Jack: Pretty difficult to do two jobs at once these days.

Gerry:

Gerry Calls June into his office to discuss this matter.

HEALTH MANAGER   Evaluation   M-404
                                                            Problem Solving

Possible Test Questions:

1. Explain why a manager's behavior rectangle would vary for these two
    individuals:

```
+---------------------+     +---------------------+
|   Acceptable        |     |   Acceptable        |
|   Behaviors         |     |   Behaviors         |
|                     |     |_____|
|                     |     |                     |
|_____|     |   Unacceptable      |
|   Unacceptable      |     |   Behaviors         |
|   Behaviors         |     |                     |
+---------------------+     +---------------------+
```
    5 year employee   New Employee

2. Why may a managers view of behavior change from day to day?

3. List four verbal and four non-verbal cues that suggest a subordinate has a
    problem:

    Verbal   Non-Verbal

    1.   1.
    2.   2.
    3.   3.
    4.   4.

4. How may productive work time be affected when a subordinate has a problem.

5. List the six steps to the L.E.T. problem solving process.

6. Justify the statement that a manager's responsibility is not to solve
    problems but to see that problems get solved.

HEALTH MANAGER   COMMUNICATION SKILLS   M-405

UNIT
PREREQUISITES: None

REQUIRED
REFERENCES: L.E.T. Chapter IV, V, and VI

RECOMMENDED
REFERENCES: Hersey and Blanchard, Management of Organizational Behavior,
               pg. 277

LEARNING
ACTIVITIES: 1.   Participate in seminar.
               2.   Read L.E.T. text assignment.
               3.   Complete communication style inventory.
               4.   Listen to: "Listen Your Way to Success" tape series.
               5.   Participate in discussion and role playing exercises.

OBJECTIVES: M-405 Identify the value of communication and listening skills
               when dealing with management in a healthcare setting by
               answering questions on an exam with 70 percent accuracy:
               .1   Draw and label the communications model.
               .2   Identify the essentials of communication necessary for
                    "expression to equal impression."
               .3   Identify situations requiring use of counseling
                    skills.
               .4   Describe the use of the following listening skills:
                    door openers, passive listening, facilitative
                    responses, active listening.
               .5   Given a role playing activity in a healthcare setting,
                    utilize the appropriate listening skills.
               .6   Identify 12 road blocks to communication.
               .7   When using counseling skills in a simulated situation,
                    maintain ownership of the problem in its proper
                    perspective.
               .8   Employ the problem solving process in counseling
                    activities to get to the real problem.
               .9   Identify when to employ assertiveness skills.
               .10 Describe how to properly send messages using
                    "I-messages" and avoiding use of "road blocks" to
                    change behavior.
               .11 List three essential components of an "I-message."
               .12 Explain when it is appropriate to "shift gears" from
                    an "I-message" to active listening.
               .13 Describe major drawbacks for avoiding confrontations.
               .14 Employ the problem-solving model with appropriate
                    communication skills to affect a change in behavior.

HEALTH MANAGER   M-405

TOPIC
OUTLINE: I. Communication Model
                     II. Listening Skills
                    III. Roadblocks
                     IV. Problem Solving Exercise
                      V. Counseling Skills
                     VI. Assertive Skills
                    VII. Change Models

EVALUATION: Fifteen percent of the final exam will be based upon this unit.

Health Manager   Instructor Guide   M-405
                                                                Communication Skills

1.   Instructor References:
     a.   Hersey and Blanchard, Management of Organizational Behavior, pg. 277.
     b.   James Brewer, Communication Style. Order through Organization Design
          and Development, 101 Bryn Mawr Ave., Bryn Mawr, PA 19010. $2.95 ea.
     c.   Robert Montgomery, Listen Your Way to Success. Cassette series of
          three tapes. Order through Organization Design and Development.
          $39.95.

2.   Lecture Notes:
     Develop notes utilizing student guide and L.E.T. text. Schedule
     approximately nine hours for this unit.

3.   Media, Equipment, and Supplies For This Unit:
     Cassette player.

4.   Master Transparencies:
     None

5.   Other Student Handouts:
     Provide student with unit objective sheet.
     Provide student with guide to facilitate note taking during
     seminar/discussion.
     Reproduce discussion handouts for distribution.

I.   Communication Model

    A.   Two Basic Models

        1.   Star:

        2.   Circle:

    B.   Characteristics of Each

        1.   Star:

        2.   Circle:

    C.   The Best Communication Method:

    D.   Impression = Expression

        1.   What are the requirements:

            a.

            b.

        2.   When does communication exist?

        3.   The initial phase of problem solving:

    E.   Examples of Counseling and Communication Skills at Work

Health Manager   M-405

II. Listening Skills:

    A.   Door Openers:

        1.   What do they do?

    B.   Passive Listening:

        1.   Is this an Art?

    C.   Acknowledge Responses:

    D.   Facilitating Responses:

    E.   Active Listening:

        1.   Understanding:

        2.   Rationale:

III. Roadblocks:

    A.   Acceptable and Unacceptable:

Health Manager   M-405

   B.   Twelve Roadblocks:

        1.

        2.

        3.

        4.

        5.

        6.

        7.

        8.

        9.

        10.

        11.

        12.

   C.   Intent (view) of roadblocks:

IV. Problem Solving Exercise

V. Counseling Skills

    A.   Needs Satisfaction:

        1.   Problem Solving

        2.   Problem Ownership

            a.   Counseling

            b.   Assertive

    B.   Situational Leadership Model

        1.   Problem Ownership:

            a.

            b.

            c.

            d.

        2.   Maturity Level:

            a.

            b.

            c.

            d.

VI. Assertive Skills

    A.   Confrontation:

        1.   Methods

        2.   Roadblocks and Messages

Health Manager

B. I - Messages - Components

   1.

   2.

   3.

C. I - Message Formula:

D. Problem Solving and Gear Shifting:

VII. Change Models

   A. Diagnostic

   B. Confrontive

Health Manager   Discussion Handout   M-405
                                                              Communication Skills

ACTIVE LISTENING

Student: I want to drop my Comp II class!

Coordinator: Sounds like you're having problems in Comp II?

Student: Yes, it's not so much that I can't do the work, but the amount
                  of time I'm spending on the assignments is cutting into my time
                  to study Respiratory Therapy.

Coordinator: You're concerned that your grades in Respiratory Therapy will
                  suffer.

Student: Yes, and I already did poorly on yesterday's quiz because I
                  spent all night writing that stupid paper.

Coordinator: You're having difficulty finding the time to study enough for
                  each course.

Student: Well, I wish I could manage my time better but it always seems
                  that I start studying one thing and I look up and it is
                  12:00 a.m. already and there is no time left for other courses
                  if I expect to get any sleep.

Coordinator: So it is more of a problem in managing your study time? Would
                  you like to talk about ways to better your management of time?

ACTIVE LISTENING OR ROADBLOCKS?

Student: I want to drop my Comp II class!

Coordinator: You can't drop it, it's required and it will be good for you.

Student: It is taking too much time and I just don't think I can do the
                  work right now.

Coordinator: I know you can do it if you try.

Student: That teacher can't teach and he won't answer any of my
                  questions. He says read your book.

Coordinator: Know you're way off base to be criticizing a teacher. You
                  probably could have gotten your answers from the book.

Is this Coordinator using active listening or roadblocks to communicate?

Health Manager   Discussion Handout   M-405
                                                              Communication Skills

MEMORY

Old employee (Harry) who attempted to memorize all stock numbers but often ended up printing the wrong number. This created a lot of additional cost and customer delay in order to correct incorrectly shipped items.

LEGAL EAGLE

Bill is Helen's supervisor in a large law firm. Helen is responsible for seven law clerks who assist her in doing research on firm cases prior to trial. Mary, one of the law clerks, a law student herself, has been becoming more involved in some of the research to the point of interfering with the case by visiting some of the lawyers responsible for the case and questioning them about these cases. Helen has received numerous complaints and has decided to discuss this with Bill.

Question: Who owns the monkey? What is the problem?

Helen: Bill, I have a problem with Mary one of our law clerks.

Bill:

Helen:

Health Manager   Discussion Handout   M-405
                                                               Communication Skills

EMPLOYEE BARGES INTO YOUR OFFICE AND STATES:

Sender: I got a lot of personal files that I'm not transferring to the new
          person! I need some space for these records!

Response:

Sender: Well I had thought that storing them in a box might do the job until
          I have storage space.

Response:

Sender:

Sender: Got a minute? I can make an appointment.

Response: No, please come in, I have 15 or 20 minutes. Will that be enough?

Sender: Yes

Response: What is that you want to discuss?

Sender: I wanted to follow-up on our earlier co   ation. Remember I said I
          would give you a follow-up?

Response: Yes, I do remember. How is the program going?

Sender: Very well, it's over now and I feel much better about that but, I'm
          still having problems here at work.

Response:

Sender: When will problems identified nine months ago be forgotten? I don't
          believe my supervisor likes me. I think he is out to get me.

Response:

Sender: Yes, I should have contested the problem when it surfaced nine months
          ago. I wasn't in the wrong. Sure it went against policy but
          everyone did it then and does it now.

Response:

INTRODUCTION: John and Sue are both nurses working on the evening shift at a small rural hospital. John is the medicine unit charge nurse and Sue is the evening shift house supervisor.

Hold >   John is in the middle of a difficult divorce where custody of children is an issue.

Opening
Message: **John:**   I've had it with Mr. Johnson in room 36. He refuses to cooperate with us in preparing him for surgery tomorrow. I am going to call the Anesthesiologist and ask that he be cancelled.

D.O.   **Sue:**   I'm surprised; I've met Mr. Johnson and he appears to be cooperative to me. Is there something I could help with?

Message   **John:**   Yes, if you think he is so cooperative you go talk with him and you can handle his pre-surgical preparation.

Note: Sue does handle the situation, noting that Mr. Johnson's reluctance was simply a lack of procedure understanding.

Response   **Sue:**   (Upon completing pre-surgical preparation) John, Mr. Johnson is now ready.

O.M.   **John:**   Well in that case maybe you should just run the rest of this shift.

D.O.   **Sue:**   John is there something else that is troubling you that we could discuss? I've got the time.

Block   **John:**   What are you talking about, I'm just tired.

D.O.   **Sue:**   That's fine but you do seem a little on edge and if discussing it will help I would be glad to listen.

       John: Well, I am having some problems with the divorce. Custody of my children has really caused some problems.

A.R.   **Sue:**   "Oh" I can imagine that getting the right to see your kids can be difficult to work out.

       John: Yes it can be, but it became even worse when I asked for custody.

A.R.   **Sue:**   Oh, I see.

       John: I learned today that I am being watched by my wife's lawyer. I'm sure they are trying to get some dirt on me for court.

Health Manager   Discussion Handout   M-404
                                                                        Problem Solving

A.L.   **Sue:**   Did you learn of this just before work?

            John: Yes, and I guess it interferes with work and in particular
                          Mr. Johnson.

A.R.   **Sue:**   Yes, that appears to be the case John, but you are a good
                          nurse and realize that fact.

            John: Thank you Sue, I realize that despite the personal problems
                          they have to stay home. I will try to watch that in the
                          future.

Left Open **Sue:**   Thank you and if I can help please let me know.

Health Manager   Discussion Handout   M-405
                                                             Communication Skills

WHO OWNS THE PROBLEM

You are the office supervisor in an office employing 10 people.

Sue: Arrives at work 10 minutes late almost everyday.

Beth   (The bookkeeper): has had to miss lunch break three times in the past
               week to catch up on backlog of billing receipts.

Bob   (The technologist): who runs lab work comes into the front office
               each morning is telling loud off-color jokes to the other assistants
               creating all unprofessional atmosphere in front of patients.

Doctor Smith:
               Always leaves for a golf match at 3 p.m. Wednesdays and if a patient
               is still waiting he asks you to "cover" for him.

Carla   (An assistant in the office for years): always gets her work done,
               but gripes frequently to the other assistants about the work load.

Mary   (The receptionist): frequently tells patients who call that they
               don't need to bother the doctor with such trivial problems.

GET YOUR PROBLEM SOLVED WITH SUE

1)   Develop an I-message

     1.   Behavior - unacceptable
     2.   Feelings
     3.   Consequences

2)   Shift gears to active listening if Sue becomes defensive.

3)   Get your problem solved with Doctor Smith

     I-message

Health Manager   Discussion Handout   M-405
                                                              Communication Skills

Carlos - Role 1

Carlos confides in his boss that he doesn't get along with fellow worker Ted.

Boss: That's ridiculous. You and Ted have worked together for years. You
             never fought before and I can't believe you have troubles now.

What happened? Boss doesn't want to recognize the problem. The Boss became
the persecutor here.

Boss: That's too bad, Carlos. Why don't you contact Ted and ask him to
             come over here this afternoon and maybe the three of us could talk
             this out. I was always able to iron things out with my co-workers
             and I would be happy to talk with you and Ted.

What happened? Boss rescued Carlos.

1.   The Boss uses a directive approach (Q1) when persecutor and Q3
     supportive when rescuer.
2.   The monkey is lifted to the rescuer but the employee feels terrible
     and like they can't solve their own problems.

Carlos - Role 2

Boss responds to Carlos's problem by putting him down and Carlos plays the
victim well then Boss may begin to feel guilty.

Carlos: Mumbles something about Boss, looks downcast and sad.

Boss: I'm sorry Carlos, for yelling at you. I didn't realize how serious
             your disagreements with Ted were to you. Maybe I can help out.

Carlos can move from victim to persecutor here.

Carlos: You never listen to me when I try to tell you something. All I want
             from you is support but you always jump to your own conclusions and
             start yelling.

Boss is not the new victim and Carlos can now move from persecutor to rescuer.

HEALTH MANAGER   Evaluation   M-405
                                                          Communication Skills

Possible Test Questions:

1.   Label this L.E.T. communication model:
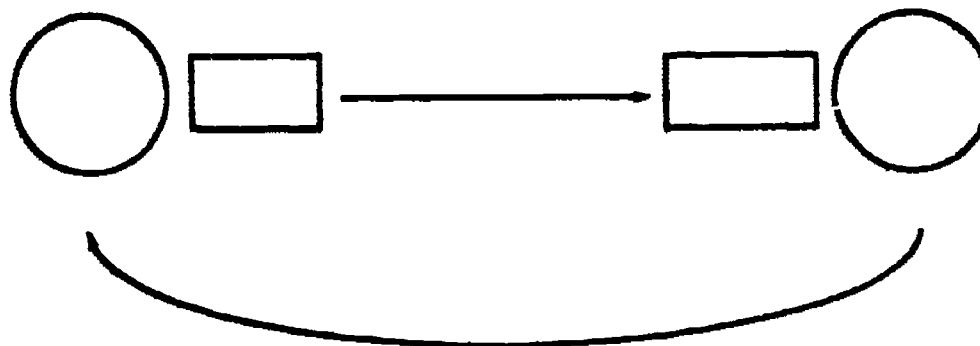
2.   What is necessary in communication to insure that expression is equal to
     impression?

3.   Describe how to use each of the following listening skills:

     door openers
     passive listening
     facilitative responses
     active listening

4.   List six of the twelve roadblocks to communication.

5.   What are the three essential components of an "I-message?"

6.   The Department Head of Nursing at a large hospital complex informs you at
     an employment interview: "We're just one big happy family around here."
     What could this statement possibly mean about the management of
     confrontations?

7.   Sending an I-message will usually prompt an upset, hurt, defensive or
     resistant response. Explain what may develop in an I-message situation if
     the changer "shifts gears" to active listening.

8.   You are an office manager of a large physicians practice. In what type(s)
     of management situations would you employ assertiveness skills?

9.   As an office manager for a dental practice you want the receptionist to
     become more cordial and respectful of patients who call by phone to
     schedule appointments. Provide how you may approach this situation with
     an I-message. In terms of achieving a behavior change why is an I-message
     more effective than a "roadblock?"

HEALTH MANAGER
M-405
Communication Skills

10. You are Chief of Dental Service at a hospital. A dental assistant informs you that she has been sterilizing all instruments in the clinic and that the other dental assistant has not been assisting with this sterilization process which is the agreed upon arrangement. Carry out this conversation responding with active listening.

11. List three healthcare situations which would require the use of counseling skills rather than assertive skills.

12. Select one of the two situations listed and employ the problem solving model with appropriate communication skills to affect a change in behavior. Develop each situation, include the conversation for each participant.

Excessive Absences

No. 1   Joan has been calling in sick more frequently within the last three months. The acceptable level of absence per hospital policy is once per month. You are Joan's supervisor. How would you handle this situation with Joan?

Poor Planning

No. 2   Bill has placed several last minute large typing projects into the "in" basket of the typing pool. Bill has done this before (several months) and was asked to stop it. Judy, the typing pool supervisor, has come into your office (you are Bill's supervisor) to discuss this with you.

HEALTH MANAGER   CONFLICT RESOLUTION   M-406

UNIT
PREREQUISITES: None

REQUIRED
REFERENCES: L.E.T. Chapter VIII, IX AND X

RECOMMENDED
REFERENCES: 1.   Robert Maddux, Successful Negotiation, Crisp Publications,
                    1988.
               2.   Dr. Marshall Sashkin, Conflict Style Inventory,
                    Organization Design and Development, 1986.

LEARNING
ACTIVITIES: 1.   Participate in seminar and discussion activities.
               2.   Complete and analyze Conflict Style Inventory.
               3.   Read L.E.T. text assignment.
               4.   Participate in role playing activities.

OBJECTIVES: M-406 Summarize the principles of conflict resolution and the
                    impact of conflict upon a healthcare organization by
                    answering questions on an exam with 70 percent accuracy:
               .1   List at least three advantages and disadvantages of
                    conflict within an organization.
               .2   Distinguish between the types of authority derived
                    from:
                    1)   expertise or knowledge,
                    2)   coercion,
                    3)   positional or job description.
               .3   Explain why the use of coercive power results in the
                    loss of influence.
               .4   Describe three methods of resolving conflict based
                    upon who wins and who loses in the process.
               .5   Describe the costs of using L.E.T.'s Method I or
                    Method II in resolving conflicts.
               .6   Describe the process for employing a no-lose method or
                    L.E.T.'s Method III in resolving a conflict.
               .7   List at least four benefits derived from using
                    L.E.T.'s Method III.
               .8   Given simulated situations in the healthcare
                    supervisor's setting, apply L.E.T.'s Method III to
                    resolve conflict.

TOPIC
OUTLINE: I. Conflict
                II. Skills to Prevent Conflict
               III. Authority and Power
                IV. Cost of L.E.T. Method I and Method II
                 V. Reaction to Power
                VI. No Lose Method - L.E.T. Method III

EVALUATION: Fifteen percent of the final exam will be based upon this unit.

Health Manager   Instructor Guide   M-406
                                                                Conflict Resolution

1. Instructor References:
    a. Robert Maddux, Successful Negotiation. Order through Training
        Resource Corporation, 5 South Miller Rd., Harrisburg, PA 17109.
        Includes many discussion activities.
    b. Dr. Marshall Sashkin, Conflict Style Inventory. Order through
        Organization Design and Development, 101 Bryn Mawr Ave., Bryn Mawr,
        PA 19010. $6.95 ea.

2. Lecture Notes:
        Develop notes utilizing student guide and L.E.T. text.
        Schedule approximately three hours for this unit.

3. Media, Equipment, and Supplies For This Unit:
        None

4. Master Transparencies:
        None

5. Other Student Handouts:
        Provide student with unit objective sheet.
        Provide student with student guide to facilitate note taking during
        seminar/discussion.
        Reproduce discussion handouts for distribution.

I. Conflict

    A.   Defined:

    B.   Conflict Tasks:

        1.

        2.

II. Skills to Prevent Conflict

    A.   Listening

    B.   Confrontive

    C.   Management Meeting

III. Authority and Power

    A.   Change effort:

    B.   Mehtod I

    C.   Method II

IV. Cost of Either Method

    A.   Method II

    B.   Method I

V.   Reaction to Power

    A.   Follower Costs

        1.   Upward Communication

        2.   Apple Polishing

        3.   Competitiveness

        4.   Submission and Conformity

        5.   Rebellion and Definance

        6.   Alliances and Coalitions

        7.   Withdrawing and Escaping

    B.   Leader Costs

        1.   Time

        2.   Enforcement

        3.   Alienation

        4.   Stress

        5.   Diminishing Influence

VI. No Lose Mehtod - Method III

    A.   Defined

    B.   Six parts to Method III

    C.   Open ended

    D.   Benefits

        1.

        2.

        3.

        4.

        5.

    E.   Application

        1.

        2.

        3.

        4.

        5.

        6.

Health Manager   M-406
                                                                Conflict Resoloution

F.   Steps Defined

     1.

     2.

     3.

     4.

     5.

     6.

G.   Effective Problem Solving Equals

     1.

     2.

     3.

     4.

     5.

     6.

     7.

     8.

H.   Problem With No-Lose Method

  1.

  2.

  3.

  4.

  5.

  6.

  7.

  8.

  9.

I.   Application

  1.   Conflicts

  2.   Company

  3.   Handling

Health Manager

J.   Results Generated

      1.

      2.

      3.

      4.

      5.

   K.   Down-up/Down-up Method

Get the problem solving process into motion

    I.   Identifying and defining the problem
    II.   Generating alternative solutions
    III. Evaluating the alternative solutions
    IV.   Decision making
    V.   Implement the decision
    VI.   Evaluate solution

Develop a "Door Opener" to get Beth to discussi her problem.

Door Openers: Is your workload created a problem in getting to lunch?

    React with "Active Listening"

Sender   Message   Receiver
    | |
    | Feedback |
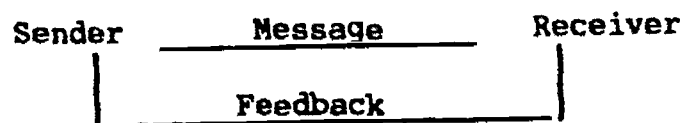
Help carla get her problem solved

Door Opener: Carla, is the workload increasing?

    React with "Active Listening"

Health Manager   Discussion Handout   M-406
                                                              Conflict Resolution

YOU ARE BRAD:

You are a nurisng assistant who's duty it is to transprot patients within a
hospital. You are to record the pickup, delivery, and their associated times
with each and every transprot. You feel this is useless and therefore
forgotten to do this mahy times despite being reminded by your supervisor Jack.
You feel the process takes more time than its worht and limits the number of
transprots you can do in a day.

YOU ARE CALLED INTO JACK'S OFF AND YOU BEGIN THE CONSERVATION BY:

_____

INSTRUCTIONS:

1. Carry this (3) responses beyond your initial response

YOU ARE JACK:

You are a nurisng supervisor over a group of nurisng assistnats responsible for
hospital patient transprots. Brad, one of your assistants, continues to
neglect proper record keeping for pickup and delivery despite you earlier
warnings. This morning a patient was being sought by his physician and this
physician traveled to X-ray in seach of his patient. THe patient had already
returned to his room but Brad had neglected to log the patient back. the
physician has expressed his displeasure over this situation to you.

YOU CALL BRAD INTO YOUR OFFICE AND OPEN UP THE CONSERVATION BY:

_____

INSTRUCTIONS:

Carry this (3) response beyond your initial response

Health Manager

YOU ARE JOHN:

You are a division manager and have been promoted from within the organization within the last (6) months. You ahve recieved little feedbakc on your own performance and when comparing your self to the other managers you do not hink you are as good as they appear. You discuss this situation with your spouse. You approach your boss and formerly resign your position requesting a demotion to your old staff position.

YOU BEGIN THE CONSERVATION

_____

INSTRUCTIONS:

1.   Take the above (3) responses beyond the initial response.

        Suggestion: Begin with, I resign my position "Judy". I have given
           this serious consideration and.....

YOU ARE JUDY

You are brach VP wiht (6) managers working for you. John is one of your recetn promotions to manager end although young and inexperienced he is doing a fine job. John is well liked by his staff, customers and handles his accounts very well. Jons' routine performacne appraisal will not be dur for another (3) months.

JOHN WILL BEGIN THE CONSERVATION.

INSTRUCTIONS:

1.   Take the above (3) responses beyond the initial response.

Health Manager   Discussion Handout   M-406
                                                            Conflict Resolution

1.   The manager has orchestrated a group meeting toward acceptance of an idea.
     The manager is pleased primarily because a considerable amount of
     politics behind the scenes went into the consensus arrived at during the
     meeting.

     a.   Analyze this statement.

2.   The manager overheard a problem in the making and immediately sat down all
     parties, outlined the problem, potential solutions, and arrived at a
     mutually acceptable solution.

     a.   What kind of a solution?

3.   The manager notes that the group is drifting away from his most desired
     solution so he says, "I think the best way to handle this problem might be
     in this area..."

     a.   This is usually a NO LOSE manager.

4.   Jack, I have noticed that your monthly reports have been delayed by at
     least (2) weeks during the last (3) months. This will have to be
     corrected.

     JACK: I'm sorry but I've been preoccupied by personal matters.

     I'm sorry but these reports are sent hospital administration for their
     monthly review of house operation and can not be delayed. Hospital policy
     dictates this timetable.

     a.   Can this solution be negotiated?

Health Manager   Assignment Sheet   M-406
                                                          Conflict Resolution

           Coalitions   Rebellion   Destruction
           Escape   Submission   Apple Polishing
           Defiance   Obedience   Reduced Communication

     Instructions: Label each of the following statements with the coping
                     mechanism which is being employed.

1. _____   I think that if we all stick together on this we can swing the
             decision our way.

2. _____   The office is often quiet with very little said and the turnover
             rate is nearly 26% annually.

3. _____   I have heard all of the arguments here, but I am still not
             convinced that this is the way to go. I think that we should
             reconsider this overnight and discuss it some more.

4. _____   I have seen this tried before and I'll have no part of it.

5. _____   Have you seen this! Yes, but if you know what is good for you -
             you'll just do as your told.

6. _____   It seems to me that they ought to be able to handle these
             problems without seeking my help all of time.

7. _____   You're right, it is a bad job and as you know my division does a
             much better job in this area.

8. _____   Jerry, that sure is a good idea. I'm sure that it will be a
             success. How do you keep coming up with such good ideas?

9. _____   I've decided that after the last problem I'll put everything in
             writing and only tell what is absolutely necessary.

Health Manager   Discussion Handout   M-406
                                                            Conflict Resolution

Joan is a unit manager in a large firm. Jackie is one of (6) supervisors
working for Joan. Scott, one of Jackie's employees, has made an appointment to
speak with Joan.

Joan: Scott, its very nice to see you again; what is it that I can do for
            you?

Scott: Well Joan, I'm really sorry to bother you but you know what they say
            about going straight to the top. Well anyway, I need to take a week
            off during Christmas to attend my brothers wedding in California.
            The problem is I am out of vacation and our company policy does not
            allow for vacation or time off during this particular season.

Joan: So Scott, you have come to me to request time off during Christmas
            becuase of the special circustances, the wedding?

Scott: Yes that's right. I know that such requests are to be made through
            your immediate supervisor but I am fairly certain that Jacki would
            deny my request.

Joan: You and Jackie don't get along so you are fairly certian she would
            have denied your request despite the special circumstances.

Scott: That's right. I am out of vacation time and would be asking for a
            leave of absence which would leave Jackie short of staff. She
            doesn't need much of an excuse to tell me NO so this would be easy to
            say NO to.

Joan: This situation appears special. Do you think that if you
            presented it to Jackie the way you rpesented it to me she would be
            understanding?

Scott: I don't think so. She doesn't like me and would probably say so.

Joan: So you feel you aren't able to approach her with this request?

Scott: Yes that's right.

Joan: How would you feel about Jackie being invited in here to discuss this
            situation with us?

Scott: Not very good at all. She will immediately thing that I am stepping
            over her head and my life would be made unbearable after I returned
            from the wedding.

Joan: Are you suggesting that I approve this request without notifying
            Jackie and allowing her to have input into this matter?

Scott: I guess I am but I can see the problem with such a request when you
            put it that way.

Scott: Not very good at all. She will immediately think that I am stepping
           over her head and my life would be made unbearable after I returned
           from the wedding.

Joan: Are you suggesting that I approve this request without notifying
           Jackie and allowing her to have input into this matter?

Scott: I guess I am but I can see the problem with such a request when you
           put it that way.

Joan: How do you feel we should go about resolving this problem?

Scott: Possibly the first approach would be for me to talk with Jackie. If
           she disapproves the request due to staffing I can still request a
           higher review since it is a request for a leave of absence. That
           might help everyone and not make Jackie feel I went over her head.

Joan: I think that sounds like a very reasonable approach, and it sounds
           like you feel it will work better for you.

Scott: I believe so. Thanks for listening Joan and I'll let you know how
           things go.

Health Manager   Disucssion Handout   M-406
                                                                Conflict Resolution

PROBLEM OWNERSHIP

INSTRUCTIONS:

1. Who owns the problems described below? Write in the space below each
    statement.

You are Jane's fellow office worker in a one physician office which starts its
day at 8:00 a.m. by beginning the prepratory work on scheduled patients. There
is an office supervisor.

(a) You feel pressured each morning becuase you take care of your patients and
     Jane's becuse she consistenly arrives 20 minutes late. She has done this
     for the last 3 days.

(b) Because of the slow start the physician verbalizes her anger over being
     unable to get to lunch due to a lack of early patient preps and its
     resulting backlog creation for the remainder fo the morning.

(c) The office supervisor has had to smooth over a situation with an angry
     patient who was made to wait until 10:30 for a 9:00 a.m. appointment.

(d) Jane overhears the physician comment on the poor organization getting
     patient appointment preps started in hte morning.

WHO OWNS THE PROBLEM

Instructions:

1. **WHO OWNS THE PROBLEM?**

2. **REPLY USING A "YOU"**

3. **REPLY USING AN "I"**

4. **WHO ARE THE CHANGEE'S/CHANGERS**

1. Patient complains that treatment delivered by the therapist X was shorter than others and therapist X was curt and unprofessional.

2. Business office tells you that patient Jones has been overcharged by your service.

3. Helen reports to work in an unkept fashion with soiled uniforms.

4. Mary confides in you that she is going to conduct a staff meeting tomorrow and she knows there will be a lot of griping and it will take more than the hour allotted.

5. Jack calls in sick for his shift and is then heard at a party, attended by your boss, bragging about the fact.

6. Jim, you have hired so many additional hourly staff in the last month I've run out of locker and mailbox space.

7. How can I get the business office to stop charging the wrong account for oxygen cylinder rentals? I can't keep the books straight.

8. You have discovered that if Jane collected patient charges in the new way 30 minutes could be saved daily. Charges have been collected this way for 10 years.

9. Fred tells you that his supervisor lost his last (2) requests for days off.

10. The accounts department supervisor informs you that your supervisory staff are not recording employee overtime and call time as it occurs creating missed payments to employees. This organization has its supervisory staff monitored by a divisional manager.

11. A divisional manager allowed costs that you feel are controllable and go beyond budget.

12. You learn that your equipment repair costs have skyrocketed through your divisional manager who also informs you that the cause seems to be poor instruction to actual use of the equipment.

INTRODUCTION: During a medical record audit it was found that Chuck, a
therapist, had such poor hand writing abilities that several
entries could not be read. The department manager, Judy, was
questioned by the auditor about whether this was standard
documentation and acceptable within this department.

DISCUSSION THAT FOLLOWED WITH JUDY AND CHUCK:

Judy: Chuck, recently an audit was performed of this departments' medical
record keeping. I was presented with a problem of legibility
resulting from your handwriting. The noting of this problem within
the chart has implied that we accept this type of charting within our
department and that what we have to pass along need not be legible.

Chuck: I was unaware that my handwriting had gotten that bad. I know that I
have to concentrate on this especially when I am as busy as I have
been lately.

Judy: You then feel that your handwriting needs more conscious effort than
improvement?

Chuck: Yes, that is right and I also need an appropriate amount of time to
chart, something that is not available right now. We are very
rushed.

Judy: So the problem is that you are rushed which then effects your hand
writing abilities?

Chuck: Yes

Judy: What do you think we can do to solve this problem? The medical
record has to be clear, concise, and complete and currently this is
not the case.

Chuck: Well for one thing, I could start writing more legibly by taking more
time with this process, however, this does not correct the problem
of more work than available staff.

Judy: How many therapies do you feel you can deliver in one (8) hour
period?

Chuck: I feel that in order to get all my breaks, lunch and provide quality
care I can see (5) patients once per (8) hours.

Judy: Is this more or less than your fellow staff members?

Chuck: Well, less, but I spend more time with my patients making sure they
get complete care and enjoy the visit I make.

Judy: Are your fellow staff members providing substandard care?

Chuck: Why No!   I just have my way of doing this type of care.

Judy: If you were to spend less time providing non-therapy would this
           decrease the quality of your care.   Could you see more patients?

Chuck: I suppose not and I probably could see more patients or at least have
           more time to do a good job charting.

Judy: I feel that for me to ask for more staff from my boss I need to be
           able to justify this based upon productivity studies.   I would be
           reviewing average productivity and measuring all staff members
           against this average.   If this indicator shows a need I then can
           pursue additional staffing.   I believe that your solution of reducing
           non-therapy time with patients is a good one especially if it helps
           you approach a productivity norm.

Chuck: I believe this will help my problem.

Judy: Then you will continue to provide a quality visit but limit the
           amount of time devoted to the non-therapy portion.   This will correct
           the current problem of illegible charting.   I will begin a review of
           our workload and determine if staffing levels are appropriate.

Chuck: How will I find out if we are to get help?

Judy: Why don't you and I discuss your charting in 30 days and we can also
           discuss any progress in determining staffing needs at that time.

INSTRUCTIONS:

1.   Problem ownership?

2.   Six steps to problem solving?

3.   Was there bargaining during this dialogue for the solution?

4.   Do you see any possible roadblocks?

5.   Identify any Active listening here

6.   How about Passive listening?

7.   What was the door opener?

Health Manager   Assignment Sheet   M-406
                                                             Conflict Resolution

Insturctions: Label each of the following statements with the term most
                correctly representing it:

                C - Confrontive
                P - Preventive
                SD - Self-disclosure

1. _____   Jerry, I have been presented with a problem regarding a lowered
            productivity wihtin your area this last month.

2. _____   George announces aloud as he enters his office, "I'm going to be
            on a conference call for the next hour."

3. _____   I have long felt that the old business saying "The customer is
            always right" is the motto this firm will abide by.

4. _____   I have long felt that meeting must start on time or be
            cancelled.

5. _____   Jackie, do you feel that checking ventilators onece per shift
            is appropriate?

6. _____   I'll be doing a dressing change to the patient in exam room 9
            for the next 20 minutes.

7. _____   Mary I have been appraoched by one of the pediatricians who
            feels his patients pulmonary function studies have been delayed
            a considerable length of time.

8. _____   I believe that patient waits of longer than 10 minutes are
            uncalled for.

Possible Test Questions:

1. List three advantages of conflict within an organization and explain why
    each may produce a positive result.

2. Authority may be derived from three different means:

    1) expertise or knowledge
    2) coercion
    3) position or job description.

    Explain these three types of authority and provide an example of how each
    would be used.

3. Explain why the use of coercive power results in the loss of influence.

4. There are three methods which may be utilized to resolve conflict.
    Explain each method and specify who wins and who loses in each method.

5. What price must be paid by a supervisor who uses the L.E.T. Method I for
    resolving conflict?

6. What price must be paid by a supervisor who uses the L.E.T. Method II for
    resolving conflict?

7. Describe L.E.T.'s Method III, sometimes called the no-lose method for
    resolving conflict. How does it work?

8. List four benefits which may be gained by employing L.E.T.'s Method III to
    resolve conflict.

9. Brad is a nursing assistant who's duty it is to transport patients within
    a hospital. Brad is to record the pickup, delivery, and their associated
    times with each and every transport. He feels this is useless and
    therefore has forgotten to do this many times despite being reminded by
    his supervisor Jack. He feels the process takes more time than its worth
    and limits the number of transports you can do in a day.

    YOU ARE JACK:

    You are a nursing supervisor over a group of nursing assistants
    responsible for hospital patient transports. Brad, one of your assistants,
    continues to neglect proper record keeping for pickup and delivery
    despite your earlier warnings. This morning a patient was being sought by
    his physician and this physician traveled to X-ray in search of his
    patient. The patient had already returned to his room but Brad had
    neglected to log the patient back. The physician has expressed his
    displeasure over this situation to you.

Apply the L.E.T. No-Lose Method for resolving conflict to this situation.

YOU CALL BRAD INTO YOUR OFFICE AND OPEN UP THE CONVERSATION bY:

_____

Carry this conversation out to a conclusion-resolve the conflict.

HEALTH MANAGER   TEAM BUILDING SKILLS   M-407

UNIT
PREREQUISITES: None

REQUIRED
REFERENCES: L.E.T. Chapter III and VII

RECOMMENDED
REFERENCES: 1. Robert Maddux, Team Building, An Exercise in Leadership,
                       Crisp Publications, 1988.

LEARNING
ACTIVITIES: 1. Participate in seminar and discussion activities.
                   2. Read L.E.T. text assignment.
                   3. Complete Caribbean Island Survival Exercise.
                   4. Participate in role playing activities.

OBJECTIVES: M-407 Summarize the value of team building to an organization in
                   terms of efficient and effective management as well as how
                   to conduct effective meetings by answering questions on an
                   exam with 70 percent accuracy:
                   .1 Describe the concept of a management team in terms of
                       participation and responsibility.
                   .2 List three reasons for building a management team.
                   .3 Given an organizational chart from top administrator
                       to healthcare workers, identify groups of individuals
                       that could compose a management team.
                   .4 Explain why group meetings are often ineffective.
                   .5 Identify appropriate functions for: 1) the
                       informational meeting, and 2) the problem-solving
                       meeting.
                   .6 Outline general guidelines for conducting an effective
                       meeting.

TOPIC
OUTLINE: I. Management Team
                        A. Team Building
                        B. Success
                   II. Meetings
                        A. Types
                        B. Problem Solving
                        C. Regular Meetings - Characteristics
                        D. Responsibility of a Member
                        E. Leader Responsibilities
                        F. Principles and Guidelines

EVALUATION: Fifteen percent of the final exam will be based upon this unit.

Health Manager   Instructor Guide   M-407
                                                            Team Building Skills

1. Instructor References:
    a. The Caribbean Island Survival Exercise II. A team building
        simulation. Order through Organization Design and Development, 101
        Bryn Mawr Ave. Bryn Mawr, PA 19010. $3.75 ea.
    b. Robert Maddux, Team Building, An Exercise in Leadership. Order
        Through Training Resource Corporation, 5 South Miller Rd.,
        Harrisburg, PA 17109. $6.95 Includes sample discussion activities.

2. Lecture Notes:
        Develop notes utilizing student guide and L.E.T. text. Schedule
        approximately three hours for this unit.

3. Media, Equipment, and Supplies For This Unit:
        Overhead projector

4. Master Transparencies:
        There is one transparency which may be produced.

5. Other Student Handouts:
        Provide student with unit objective sheet.
        Provide student with student guide to facilitate note taking during
        seminar/discussion.

I. Management Team Defined:

    A. Team Building

        1.

        2.

        3.

        4.

        5.

        6.

        7.

    B. Success

        1.

        2.

        3.

        4.

        5.

Health Manager   M-407
                                                    Student Guide

    C.   Leadership Paradox:

II. Meetings

    A.   Types

        1.

        2.

    B.   Problem Solving

        1.   Problem Identification

        2.   Solution Generating

        3.   Evaluation/Decision Making

        4.   Implementing

    C.   Regular Meetings - Characteristics and Features

        1.   Frequency

        2.   Duration

        3.   Priority

        4.   Alternates

        5.   Place

        6.   Physical

        7.   Recording

Health Manager

8. Agenda

9. Agenda Priorities

10. Rules for Speaking

11. Appropriate Problems

12. Inappropriate Problems

13. Rules for Decisions

14. Confidentiality

15. Disposition of Agenda

16. Meeting Minutes

17. Evaluation

D. Responsibility of Member

1. Before Meeting

a.

b.

c.

d.

e.

f.

g.

Health Manager

2. During Meeting

a.

b.

c.

d.

e.

f.

g.

h.

i.

j.

k.

3. After Meeting

a.

b.

c.

d.

e.

f.

E. Leader Responsibilities

    1.

    2.

    3.

    4.

    5.

    6.

    7.

    8.

    9.

    10.

F. Principals and Guidelines

    1.

    2.

    3.

    4.

    5.

    6.

GUIDELINES FOR MAKING MANAGEMENT MEETINGS WORK

1. Frequency of Meetings

2. Duration

3. Priorities

4. Alternates for Members

5. Place

6. Physical Arrangements

7. Recording Function

8. Agenda Development

9. Priorities of Agenda Items

10. Rules for Speaking

11. Problem Level for Group

12. Inappropriate Problems for Meeting

13. Rules for Decision Making

14. Confidentiality

15. Disposition of Agenda Items

16. Meeting Minutes

17. Evaluation

The University of Iowa Hospitals and Clinics
RESPIRATORY THERAPY SERVICES
Functional Chart of Organization

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July, 1987
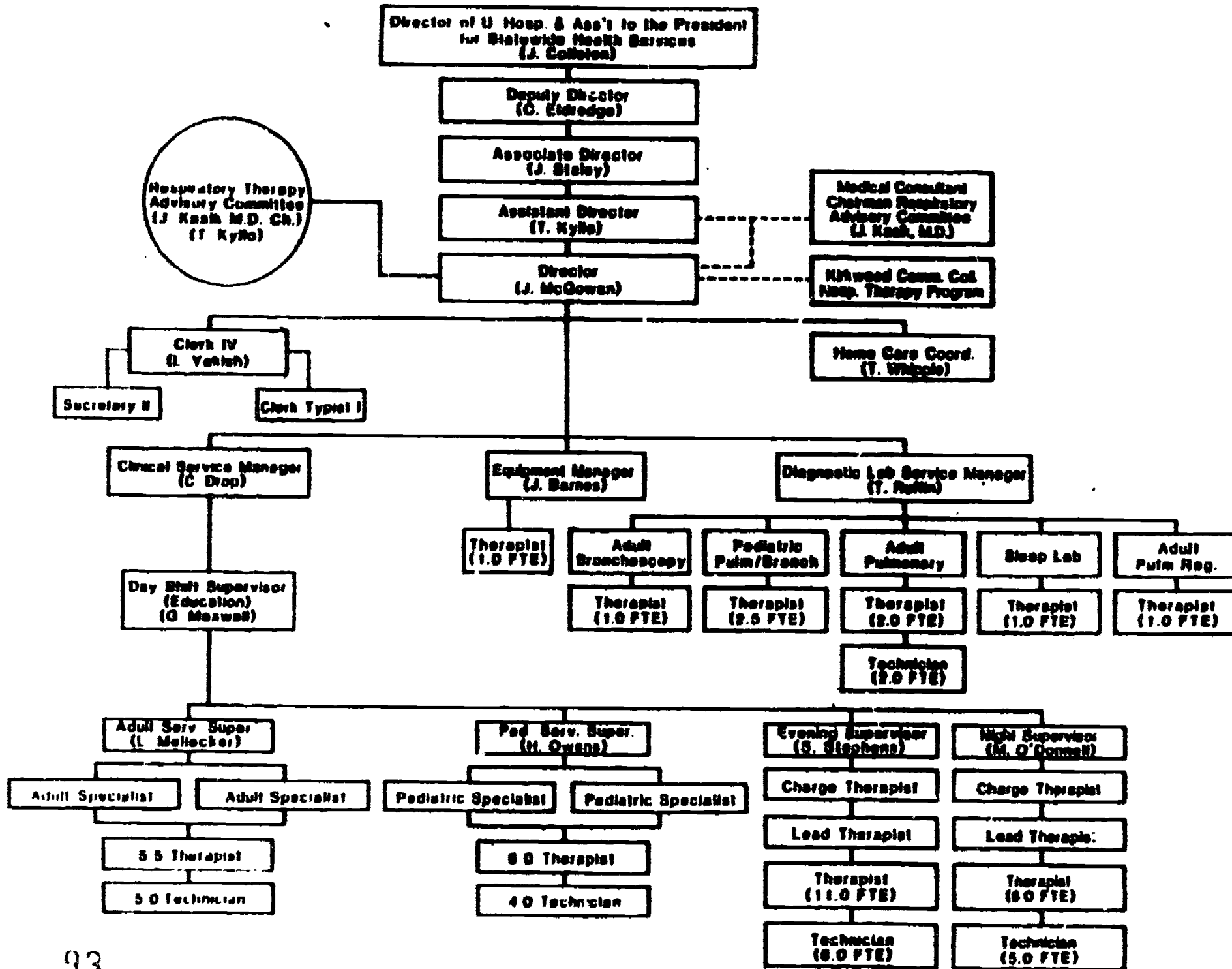
Possible Test Questions:

1. What is a management team? Specify what is sought by the team leader in the way of participation and responsibility.

2. List three reasons to organize the management team.

3. Using the organization flow chart for the Health Science Department, organize a group of individuals who could become a management team.

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                    ┌─────────────────────────────────┐
                    │ Assistant Dean Health Science   │
                    └─────────────────────────────────┘
                                   │
                                   │        ┌──────────────────────────┐
                                   ├────────│ Dept. Head Health Science│
                                   │        └──────────────────────────┘
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         │ Secretary to Asst. Dean├─┤
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         │ Department Secretary ├───┤
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                                   │
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         │ Department Secretary ├───┤
         └──────────────────────┘  │
                                   │
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Coordinator DA	Coordinator DLT	Coordinator MRT	Coordinator MA	Coordinator NSG	Coordinator OTA	Coordinator RT
2 Faculty	2 Faculty	1 faculty	2 Faculty	7 Faculty	1 Faculty	1 Faculty
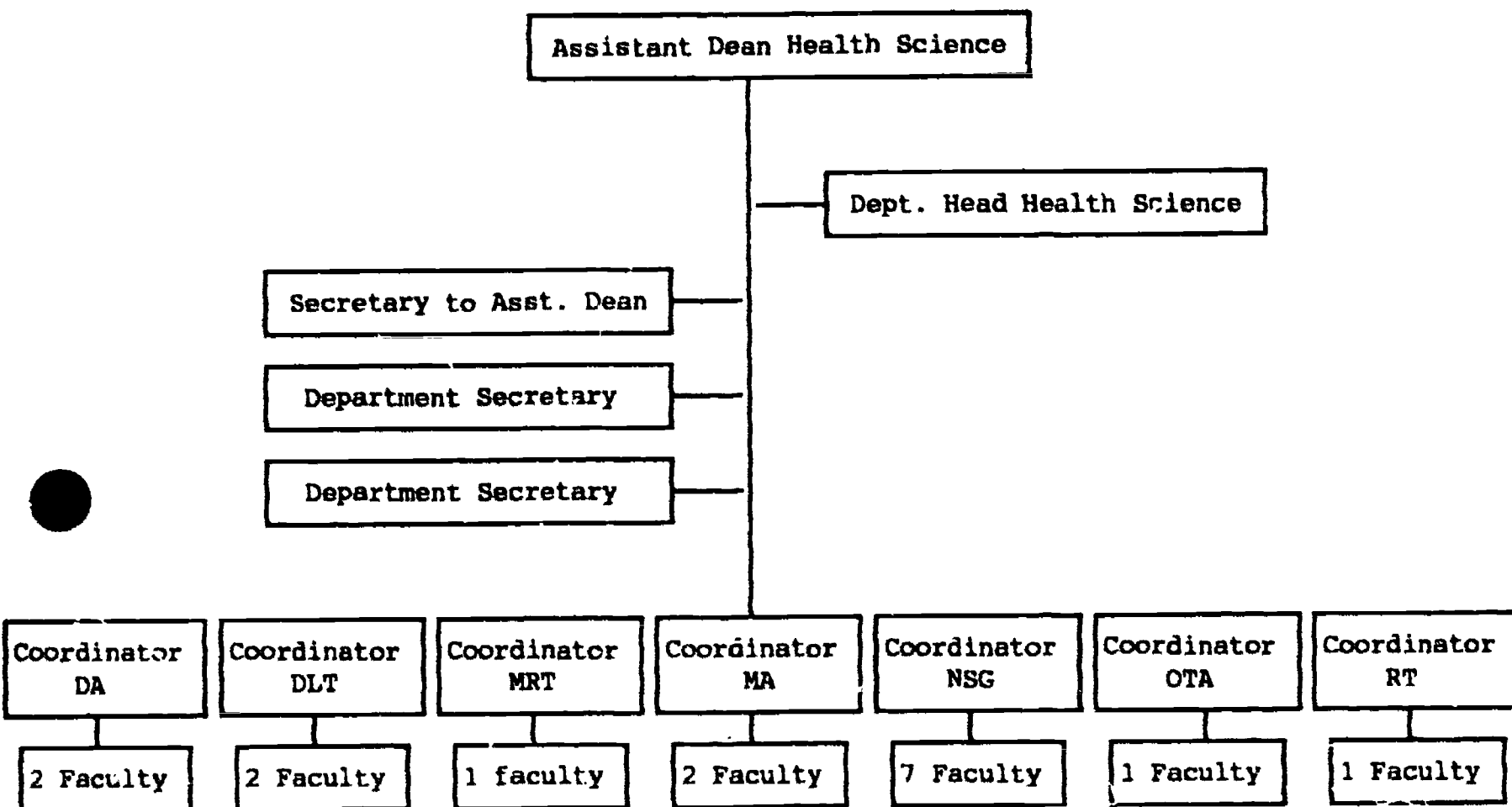
Key to Abbreviations:

DA - Dental Assisting   NSG - Nursing Program
DLT - Dental Laboratory Technology   OTA - Occupational Therapy Assistant
MRT - Medical Records Technology   RT - Respiratory Therapy
MA - Medical Assisting

4. Explain why large group meetings (20-30 members) are often ineffective.

5. What types of functions would each of these two meetings organize to accomplish:

    1) the informational meeting
    2) the problem solving meeting

6. Outline six general guidelines for conducting an effective meeting and briefly describe the purpose for each.

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HEALTH MANAGER   EMPLOYEE PERFORMANCE EVALUATION   M-408

UNIT
PREREQUISITES: None

REQUIRED
REFERENCES: L.E.T. Chapter XI

RECOMMENDED
REFERENCES:
1. Robert Maddux, Effective Performance Appraisals, Crisp Publications, 1987.
2. Rollin Glaser, How to Get Extraordinary Performance Out of Ordinary People, Organization Development and Design, 1987.

LEARNING
ACTIVITIES:
1. Participate in seminar and discussion activities.
2. Read L.E.T. text assignment.
3. Complete Performance Appraisal System project.

OBJECTIVES: M-408 Compare the characteristics and complications of traditional employee evaluation to those of a periodic planning conference by answering questions on an exam and completing a project with 70 percent accuracy:

    .1   Outline the characteristics of traditional employee evaluation or performance review systems.

    .2   Describe at least four deficiencies in traditional approaches to employee evaluation.

    .3   Outline the rationale and assumptions for a periodic planning conference (PPC).

    .4   Develop a performance appraisal system for a job situation using guidelines on a criteria sheet.

TOPIC
OUTLINE:
    I. Leader Responsibility to Group
   II. Performance Systems
  III. Periodic Planning Conference

EVALUATION: Fifteen percent of the final examination will be based upon this unit.

Health Manager   Instructor Guide   M-408
                                                                Employee Performance
                                                                Evaluation

1.   Instructor References:
     a.   Robert Maddux, Effective Performance Appraisals. Order
          Through Training Resource Corporation, 5 South Miller Rd.,
          Harrisburg, PA 17109. $6.95.
     b.   Kenneth Phillips, Performance Appraisal Skills Inventory.
          Order through Organization Design and Development,
          101 Bryn Mawr Ave., Bryn Mawr, PA 19010. $5.95 ea.
     c.   Rollin Glaser, How to Get Extraordinary Performance from
          Ordinary People. Order through Organization Design and
          Development. $2.95.

2.   Lecture Notes:
          Develop notes utilizing student guide and L.E.T. text.
          Schedule approximately three hours for this unit.

3.   Media, Equipment, and supplies For This Unit:
          None

4.   Master Transparencies:
          None

5.   Other Student Handouts:
          Provide student with unit objective sheet.
          Provide student with student guide to facilitate note taking during
          seminar/discussion.
          Provide student with criteria sheet for employee performance
          evaluation project.

I.   Leader Responsibility to Group

     A.   How feelings are improved

          1.

          2.

          3.

          4.

          5.

          6.

          7.

     B.   Specialists:

     C.   Group Needs:

II. Performance Systems

     A.   Traditional

          1.   Incorporate

               a.

               b.

               c.

               d.

               e.

               f.

2. Deficiencies

a.

b.

c.

d.

e.

f.

g.

h.

B. Need to Incorporate

1.

2.

3.

4.

III. Periodic Planning Conference

A. Time

1.

2.

3.

4.

99

Health Manager

B. Focus

   1.

   2.

   3.

   4.

C. PPC Rationale

   1.

   2.

   3.

   4.

D. PPC Assumptions

   1.

   2.

   3.

   4.

   5.

   6.

   7.

Health Manager

E.   PPC Preparation

   1.   Step I - Preparing Employees for PPC

      a.

      b.

      c.

      d.

   2.   Step II - Mutual Agreement on Job Function

      a.

      b.

      c.

         (1)   ,

         (2)

         (3)

         (4)

      d.

      e.

         (1)

         (2)

         (3)

Health Manager   M-408
                                                                   Student Guide

       3.   Step III - Mutual Agreement for Performance Measurements

            a.

            b.

   F.   Performance Measures

       1.

       2.

       3.

       4.

   G.   Conducting the PPC

       1.

       2.

       3.

       4.

       5.

   H.   Conference Points

       1.

       2.

       3.

      4.

      5.

      6.

      7.

      8.

      9.

I.   Implementing PPC Decisions

      1.

      2.

      3.

      4.

          a.

          b.

          c.

          d.

          e.

Health Manager   Criteria Sheet   M-408
                                                        Employee Performance
                                                        Evaluation

_____
Name

Instructions: Develop a performance appraisal system for any job (real or
                imagined). Components are to include:

        a)   Evaluation instrument
        b)   Criteria based upon a job description
        c)   An explanation of how the evaluation process works
        d)   Three cited references which support the method of
                appraisal

1.   Evaluation instrument includes
        quantitative measures of performance.   5 4 3 2 1 0

2.   Measures of performance are based
        upon a job description.   5 4 3 2 1 0

3.   Student provides a concise explanation
        of how the evaluation instrument is
        utilized.   3 2 1 0

4.   Project includes three cited references
        to support the style of instrument
        developed.   3 2 1 0

                                           ___/16___
                                           11 necessary

HEALTH MANAGER   Evaluation   M-408
                                                            Employee Performance
                                                            Evaluation

Possible Test Questions:

1.   List three of the six characteristics of <u>traditional</u> employee evaluation
     review systems.

2.   List and describe four of eight deficiencies in <u>traditional</u> employee
     evaluation review systems.

3.   Describe the rationale for a periodic planning conference.

4.   Outline four of the seven basic assumptions which support a periodic
     planning conference.