# Human resource management in coomplex organizations

## Prof. Americo Cicchetti; Prof. Magdalene Rosenmoeller

***COURSE AIMS AND INTENDED LEARNING OUTCOMES***

Healthcare organizations are characterized by the central role of human capital in determining quality of care and financial performance. The course aims at providing students with a good knowledge of HRM processes and tools, with a specific focus on their implementation in the healthcare sector. The objective of the course is to develop both theoretical knowledge and practical skills connected to some of the most effective HRM tools used in complex organizations. Moreover, it is aimed at understanding the ways in which innovation affects the health care sector and in particular the workforce, and how it can best be managed.

After this course, students will have an extensive knowledge of the role of the HRM function within healthcare organizations and will be able to match a number of HRM tools and procedures to the function’s (and organization’s) strategy. He/she will be able to assess the “maturity” of HRM functions and be aware of the coherence between its objectives and its actions. Moreover, students will simulate the use of tools aimed at managing competencies and driving performance, thereby acquiring practical ability in concrete and “real-life” situations. Students will be invited to develop HRM strategies and present them to an audience, thereby developing their communication and persuasion skills.

***COURSE CONTENT***

The course is structured into two parts:

Part I (prof. A. Cicchetti): Introduction, Course Overview; From strategy to people; Medical management and clinical leadership; Assessing jobs, persons and performance; Qualitative and quantitative methods; Pay for performance in medicine; What is a “competence model”?; From job families to professional roles; Final presentations and closing remarks

Part II (prof. Magdalene Rosenmoeller): A complex sector and complex care organizations; The Health Sector and the (Changing) Role of Professionals; HHRR Policy: Needs, Strategy and Planning; The European Context for Health Professionals; Knowledge Management; Continuous Education / Role Professional Journals; Realizing the Technology Revolution in Health Care; IT Technologies: changing paradigm, changed skills set; Integrated Care: Implementation of Innovation; Integrated Care changing role for HHRR; Managing for Quality; Commit to Excellence / Employee Satisfaction;The HHRR Managers Tasks; Career Development – Professional Growth; Leadership in Innovation and Creativity; Bases of Leadership / Clinical Leadership; Creative Teams / Design Thinking; Report Presentations. Conclusions Wrap Up

***READING LIST***

Crawshaw J, Budhwar P, Davis A. Human Resource Management Strategic and International Perspectives, Sage, London (2019) [Chapters 1, 2, 7, 9, 10, 11, 14]

“Characteristics & Qualities of a Personnel Manager”, Bob Kelly, Demand Media

“The Role of HR Manager in Health Care”, Alejandro Russell, Demand Media

Case Study HBS: “Development and Promotion at North Atlantic Hospital”

Doctors and managers: a problem without a solution? (Bmj n. 326, 2003)

What doctors and managers can learn from each other? A lot (Bmj n. 326, 2003)

Case study HBS: Hospital Clínic de Barcelona

Case Study HBS: “Performance Management at Vitality Health Enterprises, Inc”

“Successes and Failures of Pay for Performance in the United Kingdom”, NEJM 2014.

“Allied Health Competency Model”

“Job families and other taxonomies”

Four Habits of High-Value HealthCare Organizations, R. Bohmer, NEJM, 2011

Assessing future health workforce needs. Gilles Dussault et al. Policy Brief, 2010

Action Plan for the EU Health Workforce, EC, SWD(2012) 93 final

Perspective on the Professional Qualification Directive. Eurohealth, 17,4 2011

HBS Intermountain Health Care (2013)

IESE P1102 EN - TMC – Telemedicine Clinic

IESE P1148E Innovating in the Basque Country. Moving to Chronic Care

Think integration, think workforce: Three steps to workforce integration, Centre for Workforce Intelligence, 2013

Why Hospitals don’t learn from Failures, ATucker et al Californian Rev.Management 2003

10 Free (Or Very Inexpensive) Ways To Engage Staff, Quint Studer

Chapter 8 & 9 Recruitment, Interviewing, and Selection Strategies / Maximizing Performance Management and Evaluation. JE Pynes - Human Resources Management for Health Care Organizations: A Strategic Approach. Jossey Bass 2012

Case Pina Bausch: Leadership as collective Genius (ESMT 412-0132-1)

NEJM, Leading Clinicians and Clinicians Leading, R. Bohmer, 2013

Leading Teams (MSH Managers Who Lead, 2008)

Further articles, case studies and book chapters will be provided and shared through Blackboard.

***TEACHING METHOD***

Short academic lectures are sided with case study discussions, interactive sessions and laboratories. Regarding case studies, students are asked to read assigned documents in advance, before lessons. Students are also asked to work in groups of 5-6 people and to prepare case discussions of about 30 minutes.

Ten hours of the course are dedicated to a specific laboratory in which students, organized in groups (5-6 people), will have the chance to design job profiles under the guidance of the teacher. Groups are suggested to work during free time and will provide a formal power point presentation.

***ASSESSMENT METHOD AND CRITERIA***

The evaluation of contents delivered during course takes place through a:

Written test (multiple choice and open questions) - 30% of the total mark

Assessment of group-work presentation (laboratory) - 20% of the total mark

Group work (prof. Rosenmoeller) - 30% of the total mark

Assessment of participation in class - 20% of the total mark

It is possible to hold the written test at any session. However, given the nature of the other forms of evaluation, these require a regular presence and participation to lectures. It is therefore mandatory to be present in class.

There are no intermediate exams.

***NOTES AND PREREQUISITES***

Students must be fluent in written/spoken English and must ready to prepare and study materials before class sessions.

In case the current Covid-19 health emergency does not allow frontal teaching, remote teaching will be carried out following procedures that will be promptly notified to students.

*Office hours*

Monday 9.00 – 10.00