IHF HEALTHCARE LEADERSHIP & MANAGEMENT PROGRAM (IHF-HLMP)

“Future Health Leaders”

Customized to address country’s key challenges
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This program has been fully developed by IHF to serve its vision of a world of healthy communities served by well managed hospitals and health services where all individuals reach their highest potential for health.

This program is also aligned with the Global leadership competencies directory for Healthcare Services Managers developed by a global consortium for healthcare management under the auspices of the International Hospital Federation.


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Introduction

Welcome to the IHF Healthcare Leadership and Management Program

This program is designed to raise knowledge and skills of health professionals as healthcare managers, to increase their confidence and competence as a leader, and to improve the performance of their organization.

At the completion of this program, our goal is that each participant will:

- Understand the practice of management and leadership in the healthcare environment;
- Develop competence with core tools and approaches used for leadership and management within the context of his organization and culture;
- Develop skills to:
  - Understand how your personality shapes your role as a manager
  - Enhance organizational results by driving change along with focus on results
  - Respond to complex and multi-factor challenges
  - Work in teams and mobilize others
  - Increase curiosity and out-of-the-box thinking
  - Benefit from continuous learning

Core Faculty

Mark Bassett is a UK based health services manager with 30 years’ experience in health management, policy and public affairs, including 11 years with a specific international development emphasis. He has worked for NHS (England), NHS Overseas, Department of Health (UK), Bupa Group and the World Bank Group.

Ken Hekman is an American leadership coach and management consultant with over 40 years’ experience serving more than 500 healthcare organizations in 30 countries on five continents. He has written six books on healthcare management topics and led national and international workshops.

Thomas Vogel is a health economist and public health specialist with 20 years’ experience as a consultant, coach and trainer. Based in Switzerland, he has worked with clients in Western and Eastern Europe, North America, Latin America, Central Asia, Africa and the Middle East. He has been acting as an expert in hospital managers’ training in Switzerland, taught courses in health economics, health systems and policy with universities in Europe and contributed to the development of hospital manager’s programs with the WHO.

Eric de Roodenbeke is a French healthcare leader with 30 years’ experience as hospital executive in various setting before embracing a health policy advisory role in French Ministry of foreign affairs, World Bank and World Health Organization. Since 2008, he has been the CEO of the International Hospital Federation.
Aim and Rationale of the Program

Overview – Leadership & Management Program

This program has been designed to help healthcare professionals to become transformative healthcare leaders. To achieve that goal, we have designed a curriculum that builds individual knowledge, skills, and attitudes for leadership in a logical sequence.

Each participant will learn how to better know himself/herself, and manage his/her career, his/her organization, and his/her future.

We are using the most up-to-date thinking about healthcare management and leadership. Participants will gain the greatest value from this course by combining the lectures and exercises with self-study, individual coaching, and by applying course learning in a meaningful practicum – a practical demonstration of this learning.

The course is also designed to create a momentum for change in the specific organization where each participant is working in.

As a group of people working in a similar environment but coming from different professional backgrounds and working in different positions, the course will also provide an opportunity to further develop understanding among health professionals having in common management and leadership responsibilities.

The learning experience over a one-year period will also build professional trust within the participants, opening up a long lasting network of likeminded people.
Target audience

Candidates for this training should be selected making sure that they:

1. are sufficiently proficient in English (TOEFL iBT total score of minimum of 75),

2. are actually in a management position i.e. one in which there is a true decision-making ability and that the candidates are already in charge of managing people, resources and processes.

3. express strong motivation with willingness to fully attend all face to face sessions, to undertake homework in-between sessions and to review and expand knowledge on topics covered during sessions through private study.

4. are committed to develop a professional project that will allow them to put in practice the knowledge, skill and abilities gained to improve management practices in their actual environment.

5. envision to pursue a career in which leadership and management competencies are critical for results and for further career advancement.

Program Outline

The program will take twelve months to complete and will include four on-site, face-to-face training courses, and the successful completion of an individual practicum with coaching and support provided by the international faculty.
Course One: Advancing as a Healthcare Leader

Many healthcare managers rise to the responsibility of leadership through becoming an excellent clinician, only to find that the skills required to lead a large team and organization are very different from those required to care for patients. This first course offers a practical way to quickly develop the essential set of skills for managing people and resources, and to set a path for continuous professional development as a leader in the healthcare environment.

Learning Objectives

In this course in the Leadership Domain, we will focus on these learning objectives:

1. How can I assess and develop my personal readiness for leadership?
2. How can I engage others to advance the organization’s purposes?
3. What are the essential roles and responsibilities of leaders?

Topics (Modules)

1.1 Understanding yourself
1.2 Understanding leadership
1.3 Managing and developing yourself as a leader
1.4 Acting as an agent of change

2.1 Understanding and managing organizational culture
2.2 Key external constraints and opportunities
2.3 People management
2.4 Trust building
2.5 Team development
Course Two: Leading Decision-Making in Healthcare organizations

Healthcare leaders face extraordinary challenges every day as they make decisions to improve their organization, support their teams and advance the goals of serving the community. Decision-making skills are vital for setting the direction of the organization, using resources wisely, engaging professional staff and improving the quality of care. This course offers a practical way to develop the essential capabilities for making decisions at all levels, and to improve decision-making processes for everyone working in a healthcare organization.

Learning Objectives
In this course in the Leadership Domain, we will focus on these learning objectives:

1. How can I develop my skills for making decisions?
2. How can I discern who should make which decisions?
3. What knowledge do leaders need to be effective in decision-making?
4. How can I test and refine decisions for organizational improvement?

Topics (Modules)

3.1 Types of decisions
3.2 Principles of decision making
3.3 Orientation for decision-making
4.1 Prioritizing and decision making
4.2 Ethics in decision making
4.3 Adopting and diffusing a decision

Trends and future scenarios
Operating environment
Judicial framework
Structures and functions
Institutional strategy
Course Three Operational Management – Doing Things Right

Healthcare department managers often rise to their responsibilities with clinical experience in a particular discipline, but with limited experience managing others or working with other disciplines. They require skills and perspectives that are beyond the scope of their professional education, but are vital to their effectiveness as a manager and leader. This course offers a practical way to quickly gain an orientation to managing in a healthcare organization, and to build skills for working effectively with managers in other departments.

Learning Objectives

In this course in the Business Domain, we will focus on these learning objectives:

1. What are the core functions of a healthcare organization?
2. What are the key success factors for each core function?
3. How can leaders and managers improve communications between functions?

Topics (Modules)

- 5.1 HR Management
- 5.2 Financial management
- 5.3 Purchasing and procurement
- 5.4 Equipment and facility management
- 5.5 Information and knowledge management
- 5.6 Processes and flow management
Course four: Strategic Management – Doing the Right Things

Healthcare leaders are constantly challenged to accomplish more with fewer resources as they meet the healthcare needs of their community. Experienced leaders may be skilled in managing people, money, supplies and facilities effectively, but still face an uncertain future if they are focused on the wrong goals. This course offers a practical way for healthcare leaders to efficiently grasp the big picture about organizational strategies, directions and goals necessary for community relevance and organizational longevity. Participants will be challenged to prepare an outline of an organizational strategic plan to be completed with their teams.

Learning Objectives
In this course in the Leadership Domain, we will focus on these learning objectives:
1. Be able to contribute to the sustainability of their organizations
2. Balance their efforts for optimal leadership effects
3. Increase their leadership agility and responsiveness

Topics (Modules)

6.1 Strategic planning
6.2 Project and change management
6.3 Performance management
   - Quality and safety
   - Effectiveness and efficiency
6.4 Risk management (resilience)
6.5 Governance principles and practice
6.6 Becoming a learning organization
Individual Practicum

Why are we doing a practicum?
Gaining knowledge is a worthy goal, and this course will expose each participant to core concepts every healthcare manager needs to know to be effective. But knowledge is not enough by itself. Participants also need to build the skills and attitudes to apply what they learn, and that is why this program includes a practicum. A practicum is designed to give each participant an opportunity to apply the knowledge gained through the course with supervision from the faculty. It is also an opportunity for his/her organization to benefit from an improvement process related to an identified priority domain.

*Each participant will have to choose the type of practicum from the following list:*

- **A. Problem Diagnosis and Recommended Solutions** – Write a report that clearly identifies root causes of a recurring management challenge, and outlines alternative solutions. The analysis should demonstrate critical thinking skills, creativity, and thoughtfulness at every stage and should be in connection with the actual work environment.

- **B. Cost/Benefit Analysis** – Write a report that analyzes the costs and benefits of a specific change initiative. This should begin with a thorough assessment of a management problem, and careful evaluation of alternative solutions to that problem. The analysis should demonstrate a clear understanding of the financial and non-financial costs (or risks) and benefits of multiple alternative solutions. It should conclude with recommendation for a solution, and the rationale for selecting that choice.

- **C. Case Study** – Write a case study demonstrating the ability to analyze a management challenge and develop recommendations for interventions to improve the outcomes. The case study must be on a situation in which participant was involved in, rather than one that was observed. It may be a historical case study, in which case evaluation on how well the proposed interventions succeeded in improving the outcomes should be performed.

- **D. Process Improvement Plan** – A process improvement plan is the type of practical project that every manager will face at some point in his/her career. Managers are change agents, and they create changes through analyzing recurring problems, finding better ways of addressing those problems, and implementing solutions successfully. The plan will consist of three parts:
  - Develop an in-depth analysis of a current management challenge
  - Create a plan for improving the results
  - Implement the plan and demonstrate the results

- **E. Plan** – Develop a business plan for a new service or program within your own professional environment. The plan should include the following components:
  - Executive Summary description of the proposed service or program
  - Clear definition of the purpose of the new service or program, including an assessment of the root causes for the problems it will solve
  - Outline of alternative solutions
  - Selection criteria for the optimal solution
  - Timeline and milestones for implementation
  - Budgets for capital investments and operational revenues and expenses for the first three years
  - Evaluation criteria to discern how well the service or program is performing
**Team Assignments**

Participating in this course provides opportunities to learn how teams can work together effectively to accomplish more than individuals can accomplish on their own. You will have opportunities to both learn about teamwork, and practice what you learn by collaborating with others to achieve specific objectives throughout the course. The faculty will establish teams for each of the following assignments:

**Assignment 1**

At the conclusion of Course 1, teams will be organized into groups of 5 to research additional resources regarding the tools practices presented in Course 1. Each group will organize themselves and report to an assigned faculty member. The assignment will follow these stages:

1. Each group is assigned a session from Course 1 to focus on, and will work together to identify resources to expand your knowledge and skills about that session. They might look for case studies, articles, books and websites that are relevant and helpful for expanding knowledge.
2. The groups will collaborate in systematically researching the topic and then prioritizing their findings into the top three to five resources worthy of sharing with all the participants in the IHF Healthcare Leadership and Management Program. Each group should identify a coordinator to organize the research and report the findings. The coordinator of each group must share their prioritized list of resources with their assigned faculty member by the deadline agreed upon with the faculty.
3. The identified resources will be published on the website and each course participant will then be invited to read and evaluate each resource for its relevance to his/her work.

**Assignment 2**

At the conclusion of Course 2, teams will be organized into groups of 5 to research additional resources regarding the skills learned in Course 2. Each group will organize themselves and report to an assigned faculty member. The assignment will follow these stages:

1. Each group is assigned a session from Course 2 to focus on, and will work together to identify resources to expand knowledge and skills about that module. They might look for case studies, articles, books and websites that are relevant and helpful for expanding your knowledge.
2. The groups will collaborate in systematically researching the topic and then prioritizing their findings into the top three to five resources worthy of sharing with all the participants in the IHF Healthcare Leadership and Management Program. Each group should identify a coordinator to organize the research and report the findings. The coordinator of each group must share their prioritized list of resources with their assigned faculty member by the deadline agreed upon with the faculty.
3. The identified resources will be published on the website and each course participant will then be invited to read and evaluate each resource for its relevance to his/her work.
Assignment 3

At the conclusion of Course 3, teams will be organized in groups of 5 to research and present at Course 4 on a topic of the group’s choice related to the 3 courses. All participants will evaluate each group’s presentation according the following criteria:

- How well did they achieve their learning objectives?
- Did they use real world examples?
- How original is their thinking?
- How important is the issue in regard to the local context?
- How thorough was their research?
- How effective are their recommendations?
Timeline

The timeline for the program will be as follows:

• Course 1 is scheduled for one week
  o Practicum design and begin to work with coaches two weeks after session one
  o Assignment one will have to be completed five weeks after end of course one
• Course 2 is scheduled for one week and will take place 6 to 8 weeks after course one
  o Continuing practicum development with coaches: subject is identified and background work starts
  o Assignment two will have to be completed five weeks after end of course two
• Course 3 will be for one week beginning and will take place 6 to 8 weeks after course two
  o Assignment three will have to be completed five weeks after end of course three
  o Practicum outline validated by coaches and initial tasks undertaken
• Course 4 will be for one week beginning and will take place 6 to 8 weeks after course three
  o Guidance for reporting the results of practicum
  o Deadline for completion of practicum reports between nine to ten months after course one
• Certification presentations will be scheduled about 12 months after course one
Coaching

Each participant will develop a one-to-one relationship with a faculty member to serve as an executive coach. The International Coach Federation defines coaching as “partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential.” The proposed coaching engagement provides an opportunity for personalized learning and supportive guidance in a confidential trust relationship for the duration of the program.

Coaching sessions will occur in person during the weeks of face-to-face instruction, and through online correspondence between site visits.

Website

Resources, announcements and contact information about the program will be posted on a designated password-protected website.

Certification

Participants who have fully attended the courses will receive a certificate of attendance. Those having successfully attended the full program and completed a practicum utilizing the skills developed in the program will receive a Certificate of Achievement jointly issued by the International Hospital Federation and the relevant national health authority. In addition, the top three papers will be selected for special recognition and potential participation to the next International World Hospital congress.

Program Evaluation

Each participant will have opportunities to provide regular feedback on the content and pace of this program through a variety of formats. The faculty will ask for daily insights and opinions about how well the program is accomplishing each learning objective, and for comments and suggestions for improvement.

Our goal is to provide an educational experience that makes a difference for each participant as a healthcare manager and for those he/she serves. A systematic evaluation process is therefore an integral part of our mutual success. At the end of the program, you will be expected to complete a comprehensive review and evaluation of the learning experience.
Rules of Engagement

The International Hospital Federation would like to offer the following rules of engagement to enhance the benefits of this special program.

1. Expect respect. Each faculty member and each participant is to be treated with respect at all times.
2. No interference (mobile phone) during all sessions.
3. Beginning and ending times are to be honored as they are scheduled.
4. Attendance at each session is expected. Only those who are in full attendance will be eligible for certification.
5. There are no questions that will be considered too basic to receive a professional and thoughtful response. This program should be considered a safe place to raise any question related to the topic under discussion.
6. The free exchange of ideas and experience will enhance the educational value for everyone.
7. What is discussed in the room stays in the room. Let us respect the confidential nature of the discussions.

Participants' responsibilities

This program provides an opportunity for extraordinary development as a healthcare manager, but to gain the fullest benefit, you will be responsible for a few specific actions:

1. Each participant will need to share electronic contact details with the faculty and the group. Outside the classroom the faculty will rely on various virtual communication channels.
2. Each participant will need to take the initiative to set up coaching appointments with your faculty coach by contacting him through email.
3. Each participant is responsible for being on time for all sessions, video consultations and assignment deadlines. This program will require to devote significant time for self-learning, research and completing assignments. Time should be allocated beyond the traditional work schedule to meet the expectations of the program.
4. Each participant is responsible for his/her own learning. In support of that, we highly recommend to maintain a personal daily journal to document the learning experiences, ideas for the future, and additional topics he/she would like to explore on his/her own. This is a personal document that can be written in your native language.
Key Messages

The International Hospital Federation has developed this program based on a few key principles:

1. There is no ONE best way to do things as a manager. The best managers understand the strengths and weaknesses of their personality to successfully achieve results in their work. Knowledge about management is vital, but it is not sufficient by itself. Those who seek to manage well must devote time and energy to reflect on the teachings, practice the skills through exercises, and find ways to blend both knowledge and skills with the manager’s individual personality in the context of the culture.

2. We can all learn and increase our skills, but not everyone will become a champion. For example, some people may enjoy playing a particular sport, but they may not have the natural talent to play it well enough to join a professional team or lead the team to a national championship. The goal should be to increase your skills from their present levels and expand a never-ending quest to develop your effectiveness as a manager. Managers can have a very enjoyable and satisfying career by contributing their talents to make a difference for others.

3. Effective leaders understand that their accomplishments are demonstrated less by their individual efforts than by the performance of their teams. The leaders’ function is to inspire, align and consistently mobilize people to accomplish extraordinary things with simple elegance.

4. Our primary focus as healthcare managers and leaders should always remain focused on serving patients, their relatives and friends, and the broader community. We are here to serve others by contributing our talents and efficiently balancing resources to improve the health of each community. When we are successful in this, we create a sense of confidence in our healthcare organization.
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