

Employee Handbook

MC820 Public Health Associates
Spring 2018



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Section 1. Welcome

1.1 Purpose

Welcome to MC820 Public Health Associates, an independent agency committed to supporting public health programs in a variety of focus areas. You are part of an elite group of professionals dedicated to improving the public's health through sound management practices. In addition to the work products and deliverables you will be creating for the internal assessment, we have a robust training program designed to develop your skills in both program and project management using the basic tenants of management theory, implementation, budgeting, and quality improvement.

MC820 Public Health Associates emphasizes professional development through a team approach. You will employ a group process to conduct an environmental scan and explore an existing program or organization for our client. A portion of our time together will be allocated for team meetings, which will allow for development of workplace practices including: agenda setting, meeting minute notation, action item development, peer review, and effective communication.

You will also be challenged to develop your individual skills through the use of teaching cases and homework assignments.

This handbook will provide you with the information you'll need to get started here. Of course, please recognize that this is a working document and may be updated at any time during the semester.

We look forward to having you on our team!

Trish Elliott, DrPH

1.2 Goals

By the end of the semester you should be able to:

1. Prepare for and lead an effective team meeting;
2. Demonstrate team building, negotiation and leadership skills;
3. Develop strategies to motivate others for collaborative problem solving, decision making, and evaluation;
4. Apply quality and performance improvement concepts to address organizational or staff performance issues;
5. Articulate the difference between program and project management strategies
6. Demonstrate the ability to use management tools like: stakeholder analysis, delegation and supervision of tasks, Gantt charts, work plans, etc.
7. Apply basic finance management and budget concepts;
8. Present information professionally in both written and oral communication.

1.3 Accessing Leadership

Supervisor:

Trish Elliott, DrPH
Department of Community Health Sciences
Crosstown Center, Rm 440
Phone: 617-414-1389
Email: pelliott@bu.edu

Client Contact:

(removed)

There are no regular office hours, but, please contact us to schedule phone or in-person meetings. Please email at any time. We will try to respond to messages within 24 hours. If we do not respond within 48 hours, please resend your message.

We are here to help you succeed!

1.4 Culture

Your role in MC820 Public Health Associates is crucial. We expect that you will come to work prepared to be an active and responsible team member. Our approach is interactive and employee-centered. Our philosophy is that mistakes are almost more important than successes. We all experience both small and big failures along the way and encourage you to have a growth mindset. We want everyone to be willing to admit errors and mistakes and learn from what went wrong.

Section 2. Professional Development and Training Program

To support your continued development, we offer a robust training program that is housed on our employee website Learn. Additionally, there are required texts, business cases, and articles we will use throughout the semester. An additional book is suggested for those who are looking for guidance on self-reflection and encouragement to use errors and mistakes to your advantage. We also expect that you will review all memos and professional communication sent from leadership and the client.

2.1 Website

MC820 Public Health Associates has its own Blackboard Learn website that we will use extensively. It can be accessed via <http://learn.bu.edu>

We will post announcements, memoranda, assignments, readings, external links, and other documents on the site. Lecture slides will be posted by 6pm the day before we meet; otherwise they will be distributed as hard copies. You will submit your written products through Learn, and we will provide feedback through the site, as well.

2.2 Texts

Required

1. HBR Guide to Project Management. Harvard Business Review Press, Boston, MA. 2012. Part of the Harvard Course pack or find on Amazon or other online retailer [Amazon Link](#)
2. Mistakes I Made at Work: 25 Influential Women Reflect on What They Got Out of Getting It Wrong. Ed. J. Bacal, Plume, New York, New York. 2014
Find at: Amazon or other online retailer [Amazon Link](#)

Optional

3. Maxwell, J. C. Failing forward: Turning mistakes into stepping-stones for success. Ed. Thomas Nelson, Nashville, Tenn. 2000 [Amazon Link](#)

2.3 Business Cases

Found in the Harvard Business School Press course pack

<http://cb.hbsp.harvard.edu/cbmp/access/74855162>

4. Haider D. Cancer Health Alliance of Metropolitan Chicago: Working Together to Achieve Mutual Goals. Kellogg School of Management, Chicago, IL. 2006
5. Bohn R. Kristen's Cookie Company (A1). Harvard Business Review Press, Boston, MA. 2006

Additional cases that do not need to be purchased will be posted on Learn.

2.4 Articles

Each professional development session will have folder in Learn where you will find the learning objectives and readings. Articles are accessible on-line and will be posted with a link. These links are known to change. Please do a Google or Pubmed search if you find a link is not working. If you still have trouble, please contact us.

Section 3. Work Performance

Your work performance will be assessed using a variety of methods. The first is a set of internal work assignments to facilitate a deeper understanding of management principles and group dynamics. The second is a multi-component group deliverable to develop an environmental scan and an analysis of an existing public health program or organization within your assigned topic area which you will also present to our client. The third is your participation in a collaborative group setting, as well as larger organization discussions.

3.1 Internal Work Assignments

Meeting Facilitation: The best mode for building management skills is through iterative practice. You will be working in small groups on a team project. In order to assure effective use of time and provide the opportunity to engage in management tasks, in-class group time will be thought of as self-managed project meetings. Please assume that each in-class meeting will be 45 min in length. You will rotate roles

with specific duties related to developing and using materials in class (agendas, meeting minutes and action items). We expect that your writing will be professional, clear, and edited for grammatical errors.

- **Team Charter (class participation grade)**
Your team is required to develop and submit a team charter. Given your background and education (specifically, the Leadership and Management Core) you will not be given a template but rather should choose one of your own. You are, however, required to add a section to the charter that explicitly lists self-identified strengths, weaknesses, and an area you would like to target for professional development during this course. The quality of the team charter will be factored into your participation grade.
- **Agendas (class participation grade)**
Meeting agendas may use any format but must contain (at minimum) the preparer's name, the date of the meeting, and organized agenda items. **Agendas must be uploaded to Learn prior to the group meeting.** The person responsible for generating the agenda will bring copies for teammates, is expected to facilitate the meeting, and should NOT be responsible for the meeting minutes or action items for that meeting. Each team member is responsible for submitting one agenda to be counted toward your participation grade. Since the team is best suited to evaluate the effectiveness of the agenda, direct peer feedback is encouraged.
- **Meeting minutes and action items (class participation grade)**
Meeting minutes and action items may use any format, although you are cautioned against fully transcribing the meeting as it is not a great use of time and is rarely necessary. Minutes should include the preparer's name and the date of the meeting. They should be organized by agenda item and include any action items or next steps decided upon during the meeting. Minutes should be uploaded to both the group section of learn as well as submitted via assignments by **midnight of the Sunday** following the meeting. Each team member is responsible for turning in one set of meeting minutes to be counted toward your participation grade. Since the team is best suited to evaluate the effectiveness of the action items, direct peer feedback is encouraged.

Finance and Budgeting Skills: Another objective of this training program is for you to be familiar with basic budgeting and finance concepts. This assignment intends to build skills related to budget analysis and management decisions.

- **Budget Decision Assignment (10% of the final grade)**
You will work individually to analyze a budget created by a predecessor, make any necessary corrections or edits, and prepare a memo for their boss suggesting management decisions.

Reflection: In order to meet the objective of leadership and teambuilding it is important for you to offer honest and thoughtful critique of both your own work as well as that of your peers.

- **After Action Review Part A (class participation grade)**
Following the completion of the team project, you will individually prepare for participation in an After Action Review with your group members. This process will begin with a structured self-reflection which will contribute to your participation grade.

- Peer Evaluations (class participation grade)
In addition to helping assess agendas and minutes, a portion of your participation grade will be based on evaluations from your peers. You must complete a confidential, honest, and professional assessment of each team member's strengths and challenges.
- Self-Reflection (5% of the final grade)
An essential (and often forgotten) part of the learning process is to learn from our own mistakes. You are asked to submit a brief (maximum 2 page, single-spaced) reflection on a particular mistake you made during the course and what you learned as a result. Reflections may use any format but like the stories shared in "25 Mistakes I Made at Work" (one of the required texts) must include the following: a brief description of the scenario, lessons learned, and tips you would offer others.

3.2 Client Deliverables

We operate as a private business supporting Public Health organizations with project management. Your team will be responsible for a specific topic determined by our client. You will use this topic to generate an environmental scan to assess the landscape of current programs addressing the topic within a specified geographic region. You will then select a specific program or organization to analyze within this context. You will receive feedback on each section, then be expected to make edits based on feedback and combine them into one final report for the client.

Work time will be dedicated to a series of 45-minute team meetings with an additional partial period dedicated to final project wrap up (see [schedule](#)). During this time, the group should decide on the team's approach to the group assignments, the culture and explicit rules of the group, the division of labor, and rotation schedule for student roles. These roles include, at minimum, the student responsible for setting the agenda and facilitating the meeting, as well as the minute taker/meeting summarizer. Additional roles like time keeper, in-class laptop researcher, etc. may also be beneficial to your group process. Leadership will be available to answer group questions as they arise, but each team must manage their own timeline for group work and **will not** receive direction on what tasks to tackle during any given meeting.

Additionally, the written guidance you will be given to complete this work is intentionally vague. This simulates the real world work environment, allows for you to truly provide your own analysis, and report on the most important and relevant factors for your assigned topic. Your team must practice self-management and make your own decisions about how to best proceed, how to present information, and how to best allocate space in your ultimate report.

In addition to the in-person group work, teams are expected to communicate professionally with the client to resolve concerns and gain clarity. The purpose of this is to fill in gaps left after reviewing publically available information, and to get a sense of organizational processes, and real world constraints.

Your team is required to develop a work plan and Gantt chart (5% of the final grade) to be submitted via Learn. This will serve as your commitment to a self-regulated timeline and provide clear expectations for your team.

Formatting Guidance for all Client Deliverables: The environmental scan and organizational analysis are essentially draft documents which will receive heavy feedback from your supervisor and perhaps the client. Your team will have the opportunity to incorporate feedback into your final report, which will contain the updated scan and analysis. General directions are found below but the team is responsible for making sure all pertinent information is contained within each document. Each section contains loosely defined page limits based on 1 inch margins and single spacing. Ultimately, each group must allocate space as they see fit. Please use page numbers, headers, and organizational formatting to create professional products. Please be sure to provide citations for sources using numbered references (not in-text citations). Vancouver reference format would be most appropriate. Additionally, please submit a sheet that indicates which team member took the lead on each component.

Environmental Scan, 10% of final grade: The client has requested an environmental scan of potential collaborators in each of five key focus areas. Your team will prepare a scan based on examples in your readings and the training you will receive during your professional development session on the subject. Given the time and geographical constraints of this project you are **not** required to conduct any interviews or site visits but will use the information publically available to you to analyze the landscape of programs and their viability for collaboration. This effort will be submitted on its own, then later, incorporated into the full final report. The scan should reflect your team's assessment and analysis and include at minimum:

- a. A brief introduction to the document, including its purpose, frame, and what your reader can expect (½ page)
- b. A summary of your methodology and rationale for these methods (¾-1 page)
- c. Results of your scan described in text with reference to any tables, charts, or figures that appear in your appendix (1-1 ½ pages- not including appendices)
- d. Recommendations for one organization that will receive deeper analysis in the next assignment, and rationale for this suggestion (¾-1 page)

Organizational Analysis, 10% of final grade: As a team, you will prepare a critical analysis of the one organization selected during the environmental scan. This analysis will be based on management concepts learned in class and it is the expectation that these concepts will be made explicitly clear within your text.

- a. A brief summary of the organization including its purpose, goals, and role within the community. (1/2-3/4 page)
- b. A 2-3 page analysis of the organizational mission as it relates to the organizational structure and institutional climate, accompanied by one page organizational chart. Particular attention should be made to organizational strengths and weaknesses. (3-4 pages total)
- c. A 1-2 page summary of what the program does and who does it. Provide a thoughtful critique of efficiency and other internal factors potentially impacting program outcomes. (1-2 pages total)
- d. A 2-3 page analysis of external factors impacting the program. This should include (at minimum) a section on competition as well as primary and secondary stakeholders.
- e. A 2-3 page analysis of the program or organization's finances including the source and sustainability of funding with any anticipated future challenges, accompanied by a one page operating budget broken down into categories. (3-4 pages total)
- f. A 1 page recommendation to our client based on the group's assessment of the organization's mission, sustainability, and productivity. This summary should clearly articulate the rationale behind whether this organization would be suited to collaborate with our client at this time.

Final Report and Presentation, 30% of final grade: This report and presentation are final deliverables to be received by the client and should represent the absolute best effort of your team. It is expected that course materials, management concepts, and prior feedback will be thoughtfully integrated into each section, or the grade will suffer substantially. In addition to incorporating feedback and edits provided by the client or your supervisor, the team should also read through their own work with a critical lens and offer corrections and enhancements as necessary. The report is more concise than your previous documents and should be as taut and succinct as possible. The presentation should highlight key aspects of the report, directing the client to important components. This twenty-minute oral presentation may be supported with PowerPoint slides but slides are not necessary, effective communication is. All team members must dress and conduct themselves professionally.

The report should generally include:

- a. A report cover
- b. An executive summary not to exceed 1 page
- c. An introduction to the remaining document (1/2 page)
- d. Environmental scan (3 pages max not including appendices)
- e. Organizational analysis (7 pages max not including appendices)

The presentation should generally include:

- a. A brief context for the topic and purpose of the presentation
- b. A brief explanation methods used in the environmental scan with a much greater focus on the results
- c. A brief rationale of the specific organization selected, with a much greater focus on the analysis of attributes of that organization
- d. Recommendations for the client with clear rationale
- e. Question and answer component (not included in the 20 minutes)

3.3 Participation

We expect you will bring a high degree of participation and professionalism to your work at our organization. This means doing the readings before meetings; listening and participating during discussions; participating actively in small group work and report outs. The most interesting and interactive meetings are those where participation is high. The more you bring to this, the more you and your peers will get out of it. Additionally, you will be asked to complete confidential peer reviews of the function of your group and the work of other group members.

Participation will account for 25% of your grade and will be assessed through your attendance, your work within your teams, participation in discussions, and assigned work.

3.6 Assessment Summary

1. Client Deliverables	
a. Work Plan	5%
b. Environmental Scan	10%
c. Organizational Analysis	10%
d. Final Report and Presentation	30%
2. Internal Work Assignments	
a. Case Question Set	5%
b. Budgetary Decision Making	10%
c. Reflection	5%
3. Class Participation	25%
Total	100%

Section 4. Policy and Procedures

We expect you to conduct yourselves professionally throughout the semester. Written products must be polished, formatted, and edited. Course-related e-mails to the teaching team must be written with formal syntax, edited for grammar, and include a proper salutation and closing. Any problem that arises throughout the semester must be brought to the attention of the teaching team accompanied by a proposed solution(s).

4.1 Requests for Time-Off

You are expected to attend and participate at work. However, we recognize that emergencies or conflicts arise that require you to be absent. If you cannot attend work, an e-mail should be sent to Professor Elliott prior to class with subject line: MC820: REQUEST FOR EXCUSED ABSENCE. If you are not present you are still responsible for catching up on any missed material through communication first with peers, then with the teaching team.

4.2 Requests for Extensions on Work Deliverables

The expectation is that you will complete assigned deliverables by the agreed upon due dates posted unless advance arrangement has been made 72 hours (3 days) prior to the due date. We encourage you to review your external workloads/work schedules and anticipate needs for extensions in advance. There is no penalty for requesting an extension if it is received 72 hours in advance. Requests for extensions should be e-mailed to the leadership team with subject line: MC820 REQUEST FOR EXTENSION FOR [NAME OF WRITTEN ASSIGNMENT]. In your e-mail, you must specify the new date you intend to submit the assignment or it will not be considered.

4.3 Late Deliverables

Work deliverables for which you did not request an extension within the appropriate time frame and was not turned in on the due date will be considered late. Delivering your work after an agreed upon deadline has consequences. All assignments that are not received on the assigned or agreed upon due date will automatically be lowered by 3 points. An additional point will be deducted for every day beyond the expected due date that the work is late. Please follow the instructions described above. Note: There is no penalty for asking for an extension. Our goal is to encourage you to manage your time well.

4.4 Disabilities and Accommodations

Students with appropriately documented disabilities who are enrolled in Boston University courses may be eligible for reasonable accommodations. If this applies to you, please contact Mary Murphy-Phillips, Director of Student and Educational Services, for further information at mcmurph@bu.edu. She will inform me about any accommodations you might require.

4.5 Writing Assistance Program

The Writing Assistance Program is available to MPH and MS students who would like to discuss organization or other aspects of the writing process. The Writing Assistance Program is not an editing or grammar service and does not guarantee that the assistant will be knowledgeable about content of the paper. To schedule an appointment, please contact Alexandra May, Tutor Coordinator, at sphtutor@bu.edu.

4.6 Academic Honesty

Academic honesty is essential for students to attain the competencies the University and School expect of graduates, and any action by a student that subverts these goals seriously undermines the integrity of the educational programs at the School. Students at the Boston University School of Public Health are expected to adhere to the highest standards of academic honesty.

Academic misconduct is any intentional act or omission by a student which misrepresents his or her academic achievements, or attempts to misrepresent these achievements. While not an exhaustive list, the following acts constitute academic misconduct:

- Cheating on examinations. The use or attempted use of any unauthorized books, notes or other materials in order to enhance the student's performance in the examination, copying or attempting to copy from another student's examination, permitting another student to copy from an examination or otherwise assisting another student during an examination, or any other violation of the examination's stated or commonly understood ground rules.
- Plagiarism: Any representation of the work of another as his or her own constitutes plagiarism. This includes copying or substantially restating the work of another person without the use of quotation marks or other indication that the words of another have been copied, the use of any written or oral work from which the student has obtained ideas or data without citing the source, or collaborating with another person in an academic endeavor without acknowledging that person's contribution.
- Submitting the same work in more than one course without the consent of all the instructors
- Misrepresentation or falsification of data
- Allowing another student to represent your work as his or her own
- Violating the rules of an examination or assignment

Charges of academic misconduct will be brought to the attention of the Associate Dean for Education, who will review all such cases and decide upon the appropriate action. A student who is found guilty of academic misconduct may be subject to disciplinary action, up to and including dismissal from the School.

www.bu.edu/bulletins/sph/item09.html

Section 5. Schedule, Spring 2018

Date		Topic	Due to Learn by 6pm
1	1/18	Overview Running an Effective Meeting: A Review of Goal and Agenda Setting, Work Plans, and Gantt Charts Case: Generation Y in the workforce	
2	1/25	Program versus Project Management: Distinguishing Skills and Tools for Problem Solving; Developing Work Plans and Gantt Charts Team Meeting 1	* By End of Class * Team Charter
3	2/1	Strategic Planning 1: Environmental Scanning, and SWOT Analysis Team Meeting 2	* By End of Class * Team Work Plan and Gantt Chart
4	2/8	Strategic Planning 2: Stakeholder Analysis, and Partnerships Case: Cancer Health Alliance of Metropolitan Chicago Team Meeting 3	
5	2/15	Understanding Organizational Culture: Mission and Vision Case: Casa de Esperanza	Environmental Scan
6	2/22	Introduction to Financial Stability: Sources of Funding, Financial Decision Making Team Meeting 4	
7	3/1	Measures of Quality and Performance: Using a PDSA Cycle for Improvement Team Meeting 5	Organizational Analysis
	3/8	No Class	
8	3/15	Documenting Process: Flow Diagrams and Process Mapping Case: Kristen's Cookie Company Team Meeting 6	Case Question Set
9	3/22	Presentations to Community Client <i>Guests: Community Client</i> Introduction to Effective Communication	Final Report
10	3/29	Project Closeout and After Action Review Introduction to Negotiations	Peer Evaluations and After Action Review A
11	4/5	Assembling an Effective Workforce- Interviewing and Hiring Case: Job offer Negotiation Exercise	
12	4/12	Time Management and Competing Priorities Preparing for Difficult Conversations	Budgetary Decisions
13	4/19	Difficult Conversations and Necessary Evils <i>Alumni Guest Panel</i>	
	4/26	No Class	
14	5/3	Wrap Up	Self-Reflection