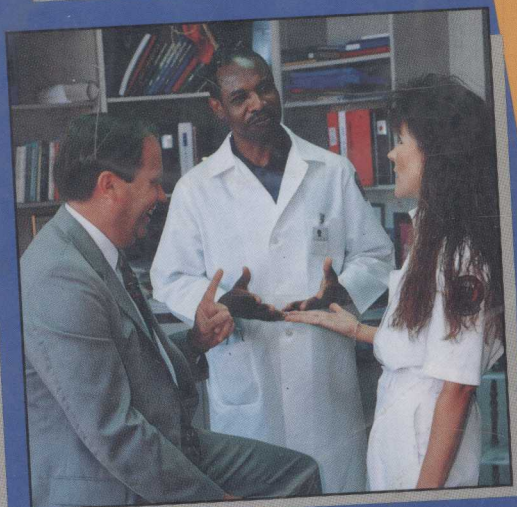
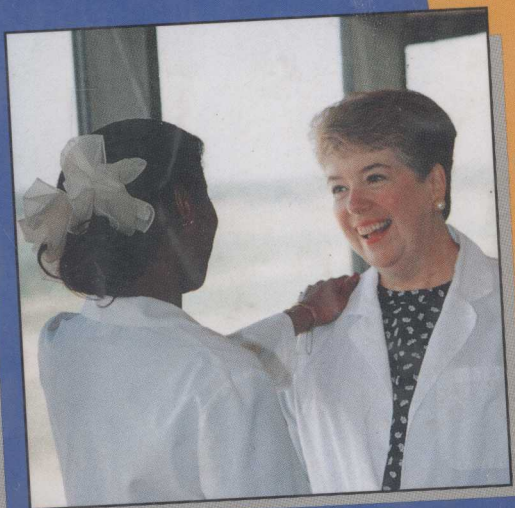
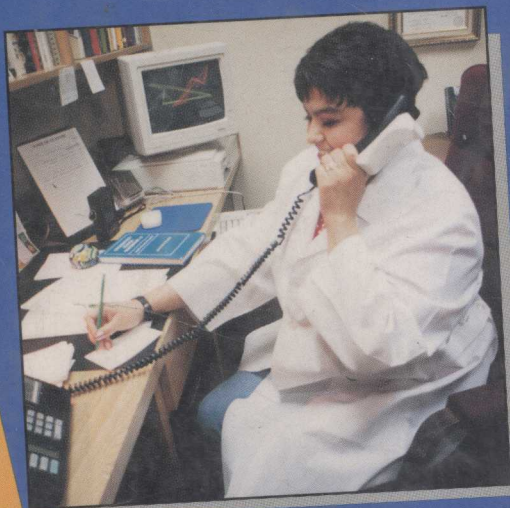


LEADING AND MANAGING IN NURSING



YODER WISE

LEADING AND MANAGING IN NURSING

Patricia S. Yoder Wise, R.N., C., Ed.D., C.N.A.A., F.A.A.N.

Texas Tech University Health Sciences Center
Lubbock, Texas, and Odessa, Texas

 **Mosby**

St. Louis Baltimore Boston Carlsbad Chicago Naples New York Philadelphia Portland
London Madrid Mexico City Singapore Sydney Tokyo Toronto Wiesbaden

Publisher: Nancy L. Coon
Executive Editor: Darlene Como
Developmental Editor: Dana Knighten
Project Manager: Chris Baumle
Production Editor: Stacy M. Guarracino
Designer: Nancy McDonald
Manufacturing Supervisor: Karen Lewis
See page 582 for photo credits.

FIRST EDITION

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Printed in the United States of America

Mosby-Year Book, Inc.
11830 Westline Industrial Drive
St. Louis, Missouri 63146

Library of Congress Cataloging-in-Publication Data

Leading and managing in nursing / (edited by) Patricia S. Yoder Wise.
p. cm.

Includes bibliographical references and index.

ISBN 0-8151-9244-4 (alk. paper)

1. Nursing services--Administration. 2. Leadership. I. Yoder Wise, Pat S.

[DNLM: 1. Nurse Administrators. 2. Leadership. 3. Personnel

Management. WY 105 L4325 1994]

RT89.L43 1995

362. 1'73'068--dc20

DNLM/DLC

for Library of Congress

94-36948

CIP

Contributors

Nancy Beardslee, R.N., Ed.D.

Associate Professor
School of Nursing
University of Northern Colorado
Greeley, Colorado

Michael R. Bleich, R.N., M.P.H., C.N.A.A.

Vice President for Patient Care Services
Bryan Memorial Hospital
Lincoln, Nebraska;
Adjunct Assistant Professor
College of Nursing
University of Nebraska
Omaha, Nebraska

Carol Alvater Brooks, R.N., D.N.Sc., C.N.A.A.

Associate Professor, Nursing Administration
College of Nursing
Syracuse University
Syracuse, New York

Joyce N. Faris, R.N., M.S.N.

Associate Professor
Nursing and Healthcare Management
Metropolitan State College of Denver
Denver, Colorado

Jennifer Jackson Gray, R.N., M.S.N.

Specialist
School of Nursing
University of Texas
Arlington, Texas

Ginny Wacker Guido, R.N., J.D., M.S.N.

Professor and Chair
Department of Nursing
Eastern New Mexico University
Portales, New Mexico

Joseph B. Hurst, Ph.D., Ed.D.

Professor
College of Education and Allied Professions
University of Toledo
Toledo, Ohio

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Mary J. Keenan, R.N., Ph.D.

Associate Professor
School of Nursing
Medical College of Ohio
Toledo, Ohio

Jacquelyn Komplin, R.N., M.S.N.

Ed.D. student
University of San Francisco

Karren Kowalski, R.N., Ph.D., F.A.A.N.

Associate Professor and Chairperson
Maternal Child Nursing Department
Rush University College of Nursing;
Director, Patient Care Services
Women's and Children's Hospital
Rush-Presbyterian-St. Luke's Medical Center
Chicago, Illinois

Mary N. McAlindon, R.N., Ed.D., C.N.A.A.

Assistant to the Vice President
Nursing Informatics
McLaren Medical Center
Flint, Michigan

Kristi D. Menix, R.N., M.S.N., C.N.A.A.

Assistant Professor
School of Nursing
Texas Tech University Health Sciences Center
Lubbock, Texas

Dorothy A. Otto, R.N., Ed.D.

Associate Professor
University of Texas-Houston Health Science Center
School of Nursing
Houston, Texas

Mary Ellen Rauner, R.N., M.A.

Vice President for Nursing
The General Hospital Center at Passaic
Passaic, New Jersey

Cindy Whittig Roach, R.N., D.S.N.

Chairperson
Adult Health Department
Beth El College of Nursing
Colorado Springs, Colorado

Lori Rodriguez, R.N., C., M.A., M.S.N.

Director of Education
El Camino Hospital
Mountain View, California

Karen Kelly Schutzenhofer, R.N., Ed.D., C.N.A.A.

Director, Critical Care Services
St. Elizabeth's Hospital
Belleville, Illinois

Arlene P. Stein, R.N., C., Ph.D.

Clinical Manager
Surgical Unit
Memorial Hospital
Colorado Springs, Colorado

Darlene Steven, R.N., M.H.S.A., Ph.D.

Associate Professor
School of Nursing
Lakehead University
Thunder Bay, Ontario, Canada

Ana M. Valadez, R.N., Ed.D., C.N.A.A., F.A.A.N.

Associate Professor
School of Nursing
Texas Tech University Health Sciences Center
Lubbock, Texas

Darla J. Vale, R.N., M.S.N., C.C.R.N.

Assistant Professor
Department of Nursing
College of Mount St. Joseph
Cincinnati, Ohio

Rose Aguilar Welch, R.N., M.S.N., Ed.D.

Assistant Professor
California State University at Dominguez Hills
Carson, California

Deborah Wendt, R.N., M.S., C.S.

Assistant Professor
Department of Nursing
College of Mount St. Joseph
Cincinnati, Ohio

Donna Westmoreland, R.N., Ph.D.

Assistant Professor
University of Nebraska Medical Center
College of Nursing
Omaha, Nebraska

Elizabeth Wywialowski, R.N., C., Ed.D., C.C.R.N.

Clinical Nurse Specialist, Spinal Cord Injury
Veterans Administration Hospital
Milwaukee, Wisconsin

DEDICATION

This book is dedicated to the families who supported all of us who created it, to the faculty who use it to develop nursing's new leaders and managers, and to the learners who have the vision and insight to grasp today's reality and mold it into the future of dynamic nursing leadership.

Instructor Preface

Leading and managing are two essential expectations of all professional nurses, and they are more important than ever in today's rapidly changing healthcare system. To lead and manage successfully, nurses must possess not only knowledge and skills but also a caring and compassionate attitude. After all, nursing management is about *people*.

Volumes of information on leadership and management principles can be found in the nursing, healthcare administration, business, and forecasting literature. The numerous journals in each of these fields offer research and opinion articles focused on improving leaders' and managers' abilities. However, in the past, many instructors who taught nursing management courses found that most of the available texts were out of touch with the realities of contemporary nursing management and with today's nursing students. Finding resources to help teach practical application of nursing management concepts and skills was even more difficult. Unlike clinical nursing texts, which offer exercises and assignments designed to provide opportunities for students to apply theory to practice, nursing leadership and management texts traditionally have offered limited opportunities of this kind. We are changing that tradition in an exciting new way by incorporating application exercises within the text and offering a companion skills workbook for students.

This book results from our strong belief in the need for a text that focuses on the nursing leadership and management issues of today and tomorrow in a totally new way. We also found that we were not alone in this belief. Before the writing of this book began, the Mosby-Year Book Company, primarily through the efforts of Darlene Como, solicited faculty members' and administrators' ideas to find out what they thought professional nurses most needed to know about leading and managing, and what kind of text would best help them obtain the necessary knowledge and skills. From their comprehensive list of suggestions, we began planning and developing this text.

CONCEPT AND PRACTICE COMBINED

Innovative in both content and presentation, *Leading and Managing in Nursing* merges theory, research, and practical application in key leadership and management areas. Our overriding concern throughout the writing of this book has been to create a text that, while well grounded in theory and concept, presents the content in a way that is *real*. Wherever possible, we have used real-world examples from the continuum of today's healthcare settings to illustrate the concepts. Because each chapter contributor has focused on synthesizing his or her assigned content, you will find no lengthy quotations in these chapters. Instead, we have made every effort to make the content as engaging, inviting, and interesting as possible. Reflecting our view of the real world of nursing management today, the following themes pervade the text:

- The focus of healthcare is shifting from the hospital to the community.
- Healthcare clients and the healthcare work force are becoming increasingly culturally diverse.
- Today, virtually every professional nurse leads and manages regardless of his or her position.
- Consumer relationships now play a central role in the delivery of nursing and healthcare.
- Communication, collaboration, team building, and other interpersonal skills form the foundation of effective nursing leadership and management.

DIVERSITY OF PERSPECTIVES

Among this book's strengths is that the contributors themselves have been recruited from diverse settings and diverse geographical areas, enabling them to offer a broad perspective on the critical elements of nursing leadership and management roles. To help bridge the gap often found between nursing education and nursing practice, some contributors were recruited from academia; others, from practice settings. Some contributors were so enthusiastic about this project that they also volunteered to contribute to the Instructor's Resource Manual and the Nursing Leadership and Management Skills Workbook.

AUDIENCE

This book is designed for undergraduate students in nursing leadership and management courses, particularly those in BSN and BSN-completion courses. Because today's students tend to be more visually oriented than students a decade ago, we have incorporated illustrations, boxes, and a functional full-color design to stimulate their interest and maximize their learning. In addition, we have included numerous examples and "A Manager's Viewpoint" in each chapter in response to common student complaints that most nursing management texts lack relevance to the real world of nursing.

ORGANIZATION

We have organized this text around issues that are key to the success of professional nurses in today's constantly changing healthcare environment:

Part I, Managing and Leading Presents basic concepts of managing and leading, with emphasis on their application to today's changing healthcare system. It includes coverage of legal and ethical issues, strategic planning, leading change in an evolving healthcare environment, and problem solving and decision making.

Part II, Managing the Organization Discusses healthcare organizations, cultural diversity in healthcare, and various organizational structures.

Part III, Managing Resources Explains the principles and practice of quality, risk, time, information, and financial management.

Part IV, Leading and Managing People Includes discussions on team building, staff development, communication, and conflict management.

Part V, Managing Consumer Care Focuses on consumer relationships, care delivery systems, and patient-related issues.

Part VI, Managing Personal Resources Offers career management and guidance via discussion of roles, power and politics, stress management, and career management.

Since repetition plays a crucial role in how well students learn and retain new content, some topics appear in more than one chapter, and in more than one section. We have also made an effort to express a variety of different views on some topics, as in the real world of nursing.

DESIGN

A functional full-color design distinguishes this text from any other nursing management text ever published. As described in the sections below, the design is used to emphasize and identify the text's many teaching/learning strategies features to enhance learning. Full color photographs provide visual reinforcement of concepts such as body language and the changes occurring in contemporary healthcare settings, while adding visual interest. Figures elucidate and graphically depict concepts and activities described in the text.

TEACHING/LEARNING STRATEGIES

The numerous teaching/learning strategies features in this text are designed both to stimulate student interest and to provide constant reinforcement throughout the learning process. In addition, the visually appealing, full-color design itself serves a pedagogical purpose. Color is used consistently throughout the text to help the reader identify many of the various chapter elements described below:

CHAPTER OPENER ELEMENTS

Preview briefly describes the purpose and scope of the chapter.

Objectives articulate the chapter's learning goals at the application level or higher.

Questions to Consider stimulate students to think about their personal viewpoint or experience of the topics and issues discussed in the chapter.

A Manager's Viewpoint presents a contemporary nurse manager's real-world view of the aspect of managing addressed in the chapter.

ELEMENTS WITHIN THE CHAPTERS

Margin Annotations serve as quick locators for topics in the chapter and a convenient study/review aid. Margin annotations always appear in bold italic type in the margins of every chapter.

Glossary Terms appear in bold type in every chapter. They are also listed in the "Terms to Know" at the end of the "Chapter Checklist." Definitions appear in the Glossary at the end of the text.

Exercises stimulate students to think critically about how to apply chapter content to the workplace and other "real world" situations. They provide experiential reinforcement of key leading and managing skills. Exercises always appear in yellow boxes within the margins of every chapter and are numbered sequentially to facilitate using them as assignments or activities.

Research, Theory, and Literature Perspectives illustrate the relevance and applicability of current scholarship to practice. Perspectives always appear in green boxes with an "open book" logo.

Boxes contain lists, tools such as forms and worksheets, and other information relevant to chapter content that students would find useful and interesting. Boxes appear on a pale orange background in every chapter.

END OF CHAPTER ELEMENTS

Chapter Checklists summarize key concepts from the chapter in both paragraph and itemized list form. A list of glossary “Terms to Know” is included as an additional study/review aid.

References and Suggested Readings provide the student with a list of key sources for further reading on topics found in the chapter.

OTHER TEACHING/LEARNING STRATEGIES

End-of-text Glossary contains a comprehensive list of definitions of all boldfaced terms used in the chapters. As a further study aid, each definition ends with a cross-reference indicating the page number(s) in which that term is discussed.

COMPLETE TEACHING AND LEARNING PACKAGE

Together with *Leading and Managing in Nursing*, the companion workbook, the accompanying video series, and the instructor’s resource manual comprise a complete teaching and learning package. Because students learn most successfully when information is presented in a variety of ways, the workbook and video series are designed to give students the opportunity to reinforce their learning both experientially and visually.

NURSING LEADERSHIP AND MANAGEMENT SKILLS to accompany Yoder Wise, LEADING AND MANAGING IN NURSING Prepared by Mary J. Keenan, R.N., Ph.D. and Joseph B. Hurst, Ph.D., Ed.D. (who are also contributors to the text), as well as other professionals from business, academia, and healthcare, the companion workbook corresponds chapter by chapter with the text, reinforcing text content via objectives and numbered learning activities. Using detailed scenarios, case studies, role plays, and follow-up questions, the workbook provides students with ample opportunity to practice essential leading and managing skills in the classroom. Other activities include interviews with healthcare professionals, self-assessments and worksheets, and discussion questions to stimulate critical thinking about workplace situations a nurse manager would be likely to encounter. Activities are designed for individuals and small and large groups.

MOSBY’S NURSING LEADERSHIP AND MANAGEMENT VIDEO SERIES

Produced by David Wallace, Ph.D., Studio Three Productions, with Patricia Yoder Wise, R.N., C., Ed.D., C.N.A.A., F.A.A.N., as consultant, this series addresses the increasing demand for nursing graduates who can exercise leadership and management skills in today’s varied healthcare settings. The series emphasizes application of essential leadership and management principles to concrete practice situations. The video medium’s ability to capture and convey both verbal nuance and body language with immediacy and clarity is particularly well-suited to a series illustrating interpersonal skills. Realistic case scenarios interspersed with narrative focus on key nursing leadership and management concepts and skills, while interviews demonstrate how real-life nurse managers successfully employ these concepts and skills in their practice. A survey of academic and staff development faculty was undertaken to identify the topics for which videos were most needed. The eight titles in the series are:

Video 1: Problem Solving and Decision Making: Critical Thinking in Action

Video 2: Dealing with Difficult People

Video 3: Effective Communication

Video 4: Managing Change

Video 5: Building Teams

Video 6: Delegating Effectively and Appropriately

Video 7: Managing Conflict

Video 8: Leadership

Each video is approximately 25 minutes long and is available either individually or as part of the set. An Instructor's Resource Booklet accompanies each video.

INSTRUCTOR'S RESOURCE MANUAL with Transparency Masters and Test Bank Prepared by Ginny Wacker Guido, R.N., J.D., M.S.N. (also a contributor to the text), the Instructor's Resource Manual is a compendium of teaching suggestions prepared by contributors to the text. This manual offers practical suggestions and resources for presenting material in the text, making the most effective use of the companion workbook and video series in conjunction with the text, and testing. The chapter-by-chapter test bank includes a total of 229 multiple choice questions, with answer keys at the end of each set of chapter questions. The manual also includes 36 transparency masters of key illustrations from the text and other materials of interest.

Acknowledgments

REVIEWERS

We are indebted to our reviewers, whose insightful comments and suggestions were invaluable in helping shape the final manuscript. The end result of their efforts, as in any peer review process, is a stronger presentation. We are deeply grateful to the following people for their assistance:

Mary Ann Brandt, R.N., M.N.

Assistant Professor
Kent State University
School of Nursing
Kent, Ohio

Karen Grigsby, R.N., Ph.D.

Assistant Professor
University of Nebraska Medical Center
College of Nursing
Omaha, Nebraska

Marlene Jenkins, R.N., M.S.N., C.N.A.

Associate Faculty Coordinator
School of Health, Division of Nursing
California State University at Dominguez Hills
Carson, California

Barbara Mandleco, R.N., Ph.D.

Associate Professor
College of Nursing
Brigham Young University
Provo, Utah

Sue Wajert, R.N., M.B.A.

Program Director
Management of Healthcare Services
College of Mount St. Joseph
Cincinnati, Ohio

We also thank the numerous nurse educators and managers who participated in the surveys undertaken to plan the text and its ancillaries.

SPECIAL ACKNOWLEDGMENTS

Many people helped to make this book a reality. First, I would like to acknowledge and thank the School of Nursing at Texas Tech University Health Sciences Center in Lubbock for allowing us to use its facilities in shooting many of the photographs that appear in this book. Kathy Quilliam Gregory and Sharon Decker worked with the Texas Tech University Health Sciences Center chapter of the Texas Nursing Students Association and the

Ambassadors (a service entity) to secure volunteer models. Kathy also secured contacts and specific agency involvement. Thanks also go to the Hospice of Lubbock, Lubbock City Health Department, Total Home Health, the Veterans Administration Outpatient Clinic, and Texas Tech University Health Sciences Center Healthnet. Bob Gentry, R.N., B.S.N., and Mary Strange, R.N., B.S.N., were incredibly resourceful in securing volunteers.

Many of the Texas Tech University Health Sciences Center faculty and staff also agreed to pose for photographs. Many received calls, helped track me down, and offered encouragement, especially during the numerous deadline times. Thanks to all who make Texas Tech University Health Sciences Center School of Nursing the special place it is.

All of the contributing authors to this book worked within very tight time frames to accomplish their work. To them I extend my deepest appreciation for being responsive, making the necessary revisions, and sounding eager to hear from me whenever I called. AT&T, Federal Express, fax, and Kinko's became household words!

Special thanks go to our editor, Darlene Como, for having great insight, commitment and humor; to our developmental editor, Dana Knighten (and her predecessor), for answering questions, providing the "latest" version of whatever we were talking about, and doing all sorts of tasks that kept us on track (while keeping her sense of humor); to Patrick Watson for his creative photography; to those who exceeded our wildest expectations of involvement (you know who you are); and to Robert Thomas Wise, my husband and best friend, for being such a great sounding board and consistent supporter.

One final note: no learner can remain stagnant. The context in which nurses manage and lead is constantly changing, sometimes for the better, sometimes for the worse. The key to success is to keep learning, keep caring, and maintain our passion for nursing. That, if nothing else, must be instilled in our leaders of tomorrow.

Patricia S. Yoder Wise, R.N., C., Ed.D., C.N.A.A., F.A.A.N.
Texas Tech University Health Sciences Center
Lubbock, Texas, and Odessa, Texas

Preface to the Student

As a professional nurse in today's changing healthcare system, you will need strong leadership and management skills more than ever, regardless of your specific role. *Leading and Managing in Nursing* not only provides the conceptual knowledge you will need but also offers practical strategies to help you hone the various skills that are so vital to your success as a leader and manager.

This book is divided into six parts that reflect the key issues in nursing leadership and management. Part I helps you gain insight into the concepts that underlie contemporary leading and managing practices. Parts II and III help you apply those concepts to the organization and its resources. Part IV focuses on managing the people who make up the nursing team, while Part V focuses on the healthcare consumer. Part VI offers information and practical strategies to help strengthen your ability to manage your professional and personal self. Because repetition is a key strategy in learning and retaining new information, you'll find many topics discussed in more than one chapter. And, as in the real world of nursing, you'll often find several different views expressed on a single topic.

To help you make the most of your learning experience, try the following strategy after you complete each chapter: Stop and think about what the chapter conveyed. What does it mean for you as a leader and manager? How does the chapter's content, and your interaction with it, relate to the other chapters you have already completed? How might you briefly synthesize the content for a non-nurse friend? Reading the chapter, restating its key points in your own words, and completing the text exercises and skills workbook activities will go far to help you make the content truly your own.

We think you'll find leading and managing to be an exciting, challenging field of study, and we've made every attempt to reflect that belief in the design and approach of this book.

LEARNING AIDS

Leading and Managing in Nursing incorporates some important tools to help you learn about leading and managing and apply your new knowledge to the real world. The next few pages graphically point out how to use these study aids to your best advantage.



The vivid full-color chapter opener photographs and other photographs throughout the text help convey each chapter's key message while providing a glimpse into the real world of leading and managing in nursing.

Team Building 275

Each chapter opener includes these features:

The **Preview** tells you what you can expect to find in the chapter. To help set the stage for your study of the chapter, read it first and then summarize in your own words what you expect to gain from the chapter.

The list of **Objectives** helps you focus on the key information you should be able to apply after having studied the chapter.

The **Questions to Consider** challenge you to think critically about issues in the chapter. You might want to write down your answers both before and after reading the chapter, and then compare them.

In **A Manager's Viewpoint**, practicing nurse managers offer their real-world views on how concepts presented in the chapter apply in the workplace. Has a nurse manager you know made similar or dissimilar statements?

PREVIEW

This chapter explains major concepts and presents tools with which to create and maintain a smoothly functioning team. Many areas of our lives require that we work together in a smooth and efficient manner; not the least of these is the team in the work setting. Such teams often include members with a variety of backgrounds and educational preparation. A healthcare team often includes physicians, nurses, administrators, allied health professionals, and support staff such as housekeeping and dietary. Each team member has something valuable to contribute and deserves to be treated honorably and with respect. When teams are not working, all team members must change how they interact within the team.

OBJECTIVES

- Distinguish between a group and a team.
- Identify four key concepts of teams.
- Discuss the three personal questions each team member struggles to answer.
- Apply the guidelines for acknowledgment to a situation in your clinical setting.
- Compare a setting that uses the rules of the game with your current clinical setting.
- Develop an example of a team that functions synergistically, including the results such a team would produce.

QUESTIONS TO CONSIDER

- What differentiates a team from a group?
- How does one create a team?
- What are key aspects of a well-functioning team?
- What are the key issues or questions team members want to know?
- What role do agreements or guidelines play in a well-functioning team?
- How do some teams function like well-oiled machines and achieve extraordinary results?
- What are the behaviors and attitudes that destroy teams?
- Do teams go through stages of development?

A Manager's Viewpoint

Working as a team is crucial in getting the work of the unit completed. In the neonatal intensive care unit, the medical staff and nursing staff are thrown together and expected to function smoothly and effectively. Often they are told they are a team even though they may have no understanding or preparation to function as a team. Consequently, they proceed to display several ineffective team behaviors. It's important to reinforce active participation at each meeting and to remove judgments and personal dislikes of other team members. If team members validate ineffectiveness or destruction behavior, it guarantees future ineffectiveness in the team. There needs to be agreement among team members that each must focus on the agreed-upon outcomes and support a positive, supportive process that enables achieving the outcomes. Such team behaviors are the key to keeping the true team spirit vital and alive. This approach creates the work environment that people want.

Diane Gallagher, R.N., M.S.
Unit Leader, Neonatal ICU
Women's and Children's Hospital
Rush-Presbyterian-St. Luke's Medical Center
Chicago, Illinois

affiliated teaching hospitals that provide only the clinical portion of a health education institution's teaching program. Traditionally these programs have received government reimbursement to cover the costs to the institution of the educational program that are not covered by typical fees for patient care. Costs include financial coverage for salaries of physicians who supervise students' care delivery and participate in educational programs such as teaching rounds and seminars. Currently these expenses are reimbursed based on a formula that takes into consideration the cost of caring for low-income and uninsured patients who populate academic teaching programs. Revisions in this reimbursement will need to be adjusted if the concept of universal coverage of costs is adopted.

EXERCISE 7-3

Return to the data started in the first exercise and add financial and teaching status information.

national hospital companies

voluntary affiliated systems

regional systems

metropolitan systems

special interests

CONSOLIDATED SYSTEMS

Healthcare organizations are being organized into **consolidated systems** both through formation of multihospital systems that are for profit or not for profit and through development of networks of independently owned and operated healthcare organizations.

Consolidated systems tend to be organized along five levels. The first includes the large national hospital companies, most of which are investor owned; they include Hospital Corporation of America and Humana. The second level involves large voluntary affiliated systems such as Voluntary Hospitals of America, an organization that represents over 500 hospitals in the country, providing them with access to capital, political power, management expertise, joint venture opportunities, and linkages with health insurance services. The third level involves regional hospital systems such as Southwest Health Care System in New Mexico and Intermountain Health Care System in the Salt Lake area. The fourth level involves metropolitan-based systems such as Henry Ford in Detroit and the New York Health and Hospital Corporation. The fifth level is composed of the special interest groups that own and operate units organized along religious lines, teaching interests, or related special interests that drive their activities. This level often crosses over the regional, metropolitan, and national levels described above. An example of the fifth level is the Sisters of Mercy Health Corporations, which has its headquarters in Farmington Hills, Michigan and has hospitals in Michigan, Iowa, and Indiana. Some reasons for creating multiunit systems are to increase the power of the units in competing for clients, influencing public policy, and obtaining funding in an increasingly competitive and complex marketplace (Shortell, Kaluzny, et al., 1988).

AMBULATORY BASED ORGANIZATIONS

Many health services are provided on an ambulatory setting for much of this care has been the office. A growing form of group practice is preferred to as **managed care systems**, which combine and provide comprehensive services for a fixed fee to reduce the cost of expensive acute care on out-of-hospital preventive care and illness follow-up plans take a variety of forms. One form has a central office and salaries physician practice, such as HMOs.

The HMO is a configuration of health agencies.

Every chapter contains numbered **Exercises** that challenge you to think critically about concepts in the text and apply them to real-life situations.

EXERCISE 5-4

Recall a work or personal situation where a particular individual tried to get you or a group to do something but did not succeed. Why did you/they decide not to cooperate? Think about the following factors: Was the idea silly, inappropriate, unsafe? Was the person making the suggestion not known, understood, or trusted? Was the person making the suggestion unaware of the real situation, not part of carrying out the idea, or had he/she not received permission to influence activities? Can you see that change agents and innovators need specific qualities and abilities to be effective?

EXERCISE 5-5

Plan an actual or hypothetical change that is meaningful to you in your personal, work, or school life. Select a change that allows you an opportunity to apply the principles of planned change, yet that will not overwhelm you. Using the guidelines and worksheet included in the appendix to this chapter, draft a hypothetical or actual plan for change, drawing on the chapter content and paying particular attention to the array of change principles discussed. Share your plan and the rationale used with peers or a small group of other healthcare providers. Ask for their comments and suggestions. (If you need a hypothetical change to work with, consider this one: You are the assistant manager for a home health agency. The agency administrator just informed you by memorandum that in one month, because of new reimbursement rules, the agency will begin caring for patients receiving chemotherapy. How will you prepare for this change?)

The margins of each chapter contain italicized **annotations** that help you locate topics quickly. They are also a convenient study/review aid. The wide margins also provide room for you to add your own annotations and notes.

Key Terms appear in boldface type throughout the chapter. (A list of all "Terms to Know" used in the chapter appears in the "Chapter Checklists" at the end of the chapter, and the Glossary at the end of the text contains a list of their definitions.)

Self-Assessment: How Receptive to Change and Innovation Are You?

Read the following items. Circle the answer that most closely matches your attitude toward creating and accepting new or different ways.

1. I enjoy learning about new ideas and approaches.	YES	DEPENDS	NO
2. Once I learn about a new idea or approach, I begin to try it right away.	YES	DEPENDS	NO
3. I like to discuss different ways of accomplishing a goal or end result.	YES	DEPENDS	NO
4. I continually seek better ways to improve what I do.	YES	DEPENDS	NO
5. I frequently recognize improved ways of doing things.	YES	DEPENDS	NO
6. I talk over my ideas for change with my peers.	YES	DEPENDS	NO
7. I communicate my ideas for change with my manager.	YES	DEPENDS	NO
8. I discuss my ideas for change with my family.	YES	DEPENDS	NO
9. I volunteer to be at meetings when changes are being discussed.	YES	DEPENDS	NO
10. I encourage others to try new ideas and approaches.	YES	DEPENDS	NO

If you answered "yes" to eight to ten of the items, you are probably receptive to creating and experiencing new and different ways of doing things. If you answered "depends" to five to ten of the items, you are probably receptive to change conditionally based on the fit of the change with your preferred ways of doing things. If you answered "no" to four to ten of the items, you are probably not receptive, at least initially, to new ways of doing things. If you answered "yes," "no," and "depends," an equal number of times, you are probably mixed in your receptivity to change based on individual situations.

CHAPTER CHECKLIST

Change is an unavoidable constant in the rapidly changing healthcare delivery system. As a result, uncertainty is an element in most healthcare institutions. Anticipating and preparing for change can facilitate a more stable work environment. Creating and leading change and innovation rather than merely reacting can promote overall organizational effectiveness.

- Change occurs in sequential stages:
 - * awareness of need for change
 - * experience of change
 - * integration of change
- The appropriate use of the basic managerial functions of planning, organizing, implementing, and evaluating to lead an ongoing process involved in creating and facilitating change and innovation: