

The smart manager

The smart manager

India's first world-class management magazine



AG KRISHNAMURTHY
"I have zero tolerance for bad human beings."
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PRASHANT RANADE
you don't have to be XL to excel.
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masterminds

on managing India's
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Desautels Faculty of Management, McGill University

Program in focus: International Masters in Health Leadership (IMHL)

Cofounding Directors: Henry Mintzberg, Abraham Fuks

Program type: parttime, five 12-day modules, spread over 15 months

Desautels 2013 *Financial Times* ranking: 76



LESLIE BREITNER
IS PROGRAM DIRECTOR
OF THE INTERNATIONAL
MASTERS FOR HEALTH
LEADERSHIP AT THE
DESAUTELS FACULTY
OF MANAGEMENT,
MCGILL UNIVERSITY.

a management approach to healthcare

The demands in today's healthcare environment require those clinically prepared to have managerial and leadership skills that are not learned in traditional training. The delivery of healthcare services is ever more complex, interactive and team-oriented. A thorough understanding of the whole field and all aspects of delivery are critical to contain costs and errors as well as to improve patient outcomes.

Healthcare delivery systems throughout the world are called upon to deliver more services, with enhanced technology, to more patients, at lower costs. To be true partners with the administrators who traditionally manage such systems, the clinicians must understand the managerial side. The International Masters in Health Leadership (IMHL) at McGill University's Desautels School of Management is founded on this realization.

Many countries are experiencing monumental changes in the way healthcare is delivered. For example, the financing mechanisms to pay for the delivery of services have undergone transformation in the US, the UK and likely many other places. In some countries, the regulations are changing to allow nurse practitioners and other allied healthcare workers to perform duties once done

only by physicians. Implementation of such changes requires a meticulous understanding of the financial implications of such activities, something that many health professionals do not possess. Future healthcare leaders must appreciate the nature of their systems if they are to succeed in changing them to serve emerging needs. Few in today's healthcare educational institutions understand the managerial side and too few managers really

appreciate fully the needs of the providers. For the type of collaboration that is required to meet the future, at a minimum, both sides must stretch to learn the trade of the other.

The coming together of the worlds of economics, management and medicine has prompted business schools to respond to this trend. A number of institutions now offer programs that combine the teaching of Medicine with that of an MBA. However, these often fail to address the specific areas of healthcare management that the health sector is lacking. With this in view, the International Masters for Health Leadership (IMHL) at McGill University in Canada strives to offer a new solution to the industry and healthcare professionals who wish to develop their skills in accordance with the new demands placed upon them.

catalyzing change

The IMHL, founded by internationally renowned management professor Henry Mintzberg, is designed to act as a catalyst for change in healthcare organizations and communities. Experienced participants enjoy delving into each other's issues to provide innovative solutions to the challenges they face at work. The IMHL is a collaborative effort of McGill's Faculty of Medicine and Desautels Faculty of Management, building on the Faculty of Medicine's impressive worldwide reputation for producing effective medical leaders and on Desautels' established reputation for innovative leadership programs.

The program is not taught in the typical format you may find at most business schools. It stays true to Professor Mintzberg's views on how business education should be taught, relying heavily on self-reflection and the importance of learning from other the experiences of other professionals. The core idea of the IMHL is to allow health

professionals to take advantage of their strengths, which we believe to be the ability to collaborate with one another.

the modules

The course is split into five 12-day modules which focus on leadership 'mindsets,' each one building on lessons and experiences from the previous.

Participants gain a better understanding of their personal management styles in Module 1, the 'Reflective Mindset'. In stepping back from always doing, one can see things from a different perspective. Reflection helps to foster innovation and change. Reflection time every morning consists of individual, small-group- and plenary-style sharing of reflections on the learning and its application to work challenges.

Module 2, the 'Analytic Mindset,' focuses on the way managers use analysis in managerial decision-making as well as on the structure and nature of healthcare organizations. Strategy, structure, sourcing and delivery are explored in a systematic way that allows participants to view the managing process as a melding of art, craft and science. Field visits to local organizations and government entities in Montreal allow participants to learn how managers actually use analysis every day.

Highly complex healthcare systems vary widely across the world. Module 3, the 'Wordly Mindset,' allows participants to appreciate alternatives to their own systems, exploring the various social institutions within the healthcare environment and their interactions with economic, political and social forces. An integrated rather than a fragmented understanding of healthcare is encouraged. A day in Module 3 is devoted to the role of humanitarian aid in the worldly approach to healthcare.

India hosts Module 4, the 'Collaborative Mindset.' Using the Institute of Ayurveda and Integrative Medicine as a base, participants focus on management

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We encourage a **50/50 rule** where the faculty should be speaking for no more than 50% of the time and the other **50% is for the students**.

exhibit01: Theodore Marmor, professor emeritus at Yale University, on the IMHL



"The IMHL is better structured to bring the participants to a realistic view of management and decision-making than any other program with which I have been associated. The program is cross-disciplinary, cross-border, and cross-experience, with an emphasis on comparative perspectives from people with different starting points. The five mindsets are sensibly distinguished and attended to rather than privileging one or another approach, whether psychological, marketing, political or whatever. I have come back again and again because I believe this is serious education, not trying to milk the cash cow of executive education."

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relationships with patients, professionals, health advocates, administrators, government, the media and other groups. Module 4 is an opportunity to see how various approaches to the delivery of healthcare and the focus on wellness operate in a context of mutual collaboration.

The formal part of the program ends with Module 5, the 'Catalytic Mindset.' Here the focus is on achieving change, and the impact projects on which participants have worked since Module 1 are given considerable attention.

real impact

Impact is a critical component of the IMHL. Participants engage in a set of activities over the course of the program that is designed to affect significant change in themselves, their organizations or their communities. Teams are often formed in their workplaces so that the learning

can be shared in the context of embracing challenges. For example, students of the last IMHL cohort have just finished developing a low-cost copper device that purifies water by killing deadly water-borne pathogens. It's exactly the type of collaboration that's led to a real impact that the IMHL strives to facilitate.

What really makes the IMHL different from most business school programs is that it strives to have real influence and impact on the communities and organisations of its students. Participants share experiences about how they do certain kinds of managerial work—not how they should or might do these things, but how they *do* them. The program is geared toward learning from each other as much as from the faculty—we encourage a 50/50 rule where the faculty should be speaking for no more than 50% of the time and the other 50% is for the students. Seating is organized so that participants at round tables in groups of 4 -6 can swing into discussion on a moment's notice. "What does this mean for me as a manager?" and "What does this mean for me in my organization?" are questions that permeate most classroom discussions.

Managers in healthcare work in fragmented but highly institutionalized settings, where understanding one's own place in networks of care and financing is essential to delivering effective care. The IMHL helps managers use the strengths of their individual teams and organizations to transform organizational cultures, thereby putting their organizations in a better position to respond to the growing challenges that face health systems across the world. Ageing populations and financial restraint have required hospitals to be run more like firms, and a deeper knowledge of business and management is no longer desirable but a necessity for those in the health sector. ■