

This is a sample of the instructor resources for Frankie Perry, *The Tracks We Leave: Ethics and Management Dilemmas in Healthcare*, Second Edition.

The complete instructor resources include PowerPoint slides, discussion questions, and minicases for breakout group analysis. This sample includes

- Detailed descriptions of all instructor resources
- Human Resources Case I

If you adopt this text, you will be given access to the complete materials. To obtain access, e-mail your request to [hap@ache.org](mailto:hap@ache.org) and include the following information in your message:

- Book title
- Your name and institution name
- Title of the course for which the book was adopted and season course is taught
- Course level (graduate, undergraduate, or continuing education) and expected enrollment
- The use of the text (primary, supplemental, or recommended reading)
- A contact name and phone number/e-mail address we can use to verify your employment as an instructor

You will receive an e-mail containing access information after we have verified your instructor status. Thank you for your interest in this text and the accompanying instructor resources.

**INSTRUCTOR RESOURCES**  
**for**  
***The Tracks We Leave: Ethics & Management Dilemmas in Healthcare, 2nd Edition***

The instructor resources for this edition of *The Tracks We Leave* include the following:

**1) *The Tracks We Leave: PowerPoint Presentation***

This PowerPoint Presentation can be used in an introductory session of the course or as an introduction to the book. It provides an overview of ethics theories, decision-making models and useful strategies for making morally sound management decisions.

**2) *Decision-Making Ellipse***

This diagram of a decision-making model can be used as a handout or as an overhead graphic to explain and facilitate class discussion on the rationale and importance of a contextual approach when seeking an ethical decision.

**3) *Case Analysis Questions***

The use of breakout groups (4–5 students per group) to discuss and analyze the individual cases in the book facilitates thoughtful discussion, generates ideas, and promotes group collaboration. After the groups discuss these probing questions for about 15 minutes, the class should reconvene, and a representative from each group should report the group's findings to the rest of the class.

**4) *Making Morally Sound Management Decisions: PowerPoint Presentation***

This PowerPoint presentation may be used to introduce the case analysis by breakout groups, or it may be used as a conclusion to the group discussions.

**5) *Ethics of Managing People PowerPoint Presentation***

This PowerPoint presentation can accompany Chapter 14 of the book (“The Ethics of Managing People”) to highlight certain aspects of that chapter and to stimulate class discussion.

**6) *Most Important Decision Diagram***

This diagram can be used as a handout or as an overhead graphic to emphasize the critical importance of hiring the right people as well as the significant costs of attrition and recruiting replacement staff in terms of dollars, time, and energy diverted from the pursuit of other pressing organizational goals. The organization may suffer in other ways as well. Poor hiring decisions can lead to employees with unsatisfactory performance being retained to the detriment of the organization and coworkers. The organization may also suffer if the firing of “poor hires” is stressful, unpleasant, or—worst-case scenario—legally challenged. Replacing a poor hire is never easy, but it can be especially embarrassing if you have given the person a premium hiring package because you were so impressed with her experience or her potential. Now you must admit you made a mistake. Consider what Jim Collins tells us in his national best seller *Good to Great: Why Some Companies Make the Leap... and*

*Others Don't* (New York: HarperCollins, 2001)—“Executives who ignited the transformations from good to great did not first figure out where to drive the bus and then get people to drive it there.... they first got the right people on the bus (and the wrong people off the bus) and then figured out where to drive it.” It is always the people who drive the organization and realize its success or failure.

**7) Human Resources Case I**

This brief case (like the three following) can be used with breakout groups using the Case Analysis Questions (see #3 above) either in a whole-class discussion or as an individual written assignment. The point of this case (as in Cases II and III) is the difficulty in disciplining or firing an employee who may be outstanding in certain critical areas but have flaws in others. The challenge for the manager is to retain the excellence and correct the unsatisfactory behaviors. The manager's goal should always be to improve employee performance and act in the best interests of the organization.

**8) Human Resources Case II**

This brief case highlights the need to adequately prepare new managers as they move into unfamiliar roles with new and different responsibilities. This need is especially important in healthcare, where outstanding clinical staff are often promoted into managerial positions. Leaders have both a management and an ethical responsibility to provide these new managers with the training and resources they need to be successful in their new roles. This case focuses on a common mistake that new managers make—micromanagement. New managers may often find it easier and more rewarding to revert back to what they did well and were promoted for.

**9) Human Resources Case III**

In this brief case, an outstanding employee allows her personal life to interfere with her job performance. This case is used to emphasize the need for managers to focus on job performance and avoid referring to and judging the personal lives of employees. An effective manager needs to show—by example—how and why the employee's actions are detrimental to her job performance. In this case, examples might include her staff's inability to locate her, media inquiries being diverted because she is unavailable, and complaints from other divisions. Counseling must be immediate and focus clearly on how and why her availability is critical to the organization and to her job performance.

**10) Human Resources Case IV**

This case shows the unintended consequences of management actions and the caution and judgment that must be exercised with digital communications.

**11) Websites of Interest**

- The Commonwealth of Massachusetts Office of the Attorney General.  
[www.mass.gov/ago/docs/nonprofit/findings-and-recommendations/beth-israel-hospital-review-090110.pdf](http://www.mass.gov/ago/docs/nonprofit/findings-and-recommendations/beth-israel-hospital-review-090110.pdf)

This document describes allegations of sexual misconduct on the part of a healthcare executive, the CEO of a prominent hospital system. It may be used with Chapter 5.

- Agency for Healthcare Research and Quality (AHRQ). “State-Mandated Nurse Staffing Levels Alleviate Workloads, Leading to Lower Patient Mortality and Higher Nurse Satisfaction.” [www.innovations.ahrq.gov/content.aspx?id=3708](http://www.innovations.ahrq.gov/content.aspx?id=3708)

This AHRQ policy innovation profile provides information on mandated nurse staffing ratios. It may be used with Chapter 8.

- The following websites provide information on the Betsy Lehman medical errors case described in Chapter 3, or it can be used separately using the Case Analysis Questions (see #3 above) and breakout groups—or as an individual reading assignment followed by class discussion as a whole using the Case Analysis Questions. Case may be purchased from Harvard Business School. (See website below)

- Betsy Lehman Center for Patient Safety and Medical Error Reduction  
[www.mass.gov/chia/gov/betsylehman.html](http://www.mass.gov/chia/gov/betsylehman.html)

This website serves as a clearinghouse for the development, evaluation, & dissemination of best practices for patient safety and medical error reduction.

- “Big Doses of Chemotherapy Drug Killed Patient, Hurt 2d”  
[www.nytimes.com/1995/03/24/us/big-doses-of-chemotherapy-drug-killed-patient-hurt-2d.html?pagewanted=all&src=pm](http://www.nytimes.com/1995/03/24/us/big-doses-of-chemotherapy-drug-killed-patient-hurt-2d.html?pagewanted=all&src=pm)

This March 24, 1995 *New York Times* article broke the news of the Betsy Lehman incident.

- HHC Health & Home Care: Betsy Lehman Story  
[www.homecarenyc.org/upload/MyDocuments/Betsy%20Lehman%20Story\\_FINAL\\_08.11.06.pdf](http://www.homecarenyc.org/upload/MyDocuments/Betsy%20Lehman%20Story_FINAL_08.11.06.pdf)

A concise summary of the Betsy Lehman case.

- The Dana-Farber Cancer Institute: Harvard Business School Case  
[www.hbs.edu/faculty/Pages/item.aspx?num=304](http://www.hbs.edu/faculty/Pages/item.aspx?num=304)

The Betsy Lehman case from the Harvard Business School case collection.

## **Human Resources Case I**

Karen is an administrative assistant to the executive vice president of an organization whose mission is to serve the professional needs of its members. Karen has exceptional computer skills and seems to have a real talent for technology. Not only does she complete each task in record time, she has independently developed spreadsheets, management reports, and other useful documents in impressive formats that are consistently error free. She is an extremely valuable asset to the organization and to her boss.

The organization has recently undergone a major computer system conversion, and Karen seems to be one of the few employees who have mastered the new system. She is often called on to troubleshoot for other employees who are experiencing difficulties grasping the new technology.

But Karen is often moody, irritable, and brusque with clients and coworkers. She is especially disagreeable when answering the telephone, which she views as a major disruption to her work. Hardly a week goes by that Karen's boss does not receive complaints about Karen's interpersonal skills when dealing with clients and coworkers. Karen's boss has had repeated conversations with Karen about her behavior, but to no avail. Karen's negative attitude has not discernibly improved, but Karen's boss is reluctant to press the matter further because she values Karen's other skills, which make her own work so much easier.