

**Principles of Management  
In Health Care  
M88-532-01  
U80-532-01  
Spring, 2018**

Thursdays, 5:30 - 8:00 pm  
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**DESCRIPTION:** This course enables students to explore the theoretical framework and practical application of classic management principles so that they can function effectively in a variety of organizational settings in the provision of health care services. Topics include the management process, negotiation skills, and strategic planning.

**COURSE GOALS:** At the conclusion of this course participants will be able to:

1. Engage in strategies that maximize managerial effectiveness;
2. Practice effective negotiation skills in a management environment;
3. Demonstrate effective strategic planning skills.

**REQUIRED TEXTS:**

Bryson, John M. and Alston, Farnum K. *Creating Your Strategic Plan: A Workbook for Public and Nonprofit Organizations*. Josey-Bass. (2011)

ISBN-13: 978-0470405352 (any edition is acceptable)

Covey, Stephen, *The 7 Habits of Highly Effective People*, Simon and Schuster. New York. (2013) ISBN-13: 978-1451639612 (any edition is acceptable)

**ABILITY-BASED OUTCOMES:** At the end of the course, students will be able to:

**Thinking and Decision-Making**

- Analyze problems using management theory.
- Synthesize management principles with experiential knowledge of their practice setting to make informed, rational and responsible decisions.

**Communicate Professional Information Clearly and Effectively**

- Communicate basic information through essays that are clear, organized, developed, and conventionally correct.
- Communicate to targeted audiences analysis, critique, and synthesis of ideas and information.
- Communicate complex ideas and information through writing within professional contexts.

**Self-Learning Abilities**

- Evaluate management literature and determine its value for personal and professional improvement.
- Analyze the ideas of others and engage in effective dialogs.

**Management**

- Analyze environments to determine the effective delivery of patient care.
- Synthesize management principles within the context of professional practice to facilitate effective drug distribution and cognitive practice.

**Collaboration with Patients, Care Givers, and Health Professionals**

- Analyze interpersonal situations to achieve collaborative strategies in the practice of professional practice.
- Synthesize management principles within the context of professional practice to facilitate effective collaborative strategies.

**PERFORMANCE CRITERIA:**

Analyze problems using management theory.

- Accurately uses SWOT analysis to interpret and analyze the internal and external environments.
- Accurately use job characteristic theory to analyze work environments.

Synthesize management principles with experiential knowledge of their practice setting to make informed, rational and responsible decisions.

- Uses negotiation theory to solve problems.
- Integrates job evaluation strategies with the realities of healthcare practice to determine the needs of healthcare job design.
- Integrates strategic planning concepts with the knowledge of professional practice to develop effective strategies.

**Communicate basic information through essays that are clear, organized, developed, and conventionally correct.**

- **Identifying general strengths and weaknesses of their writing, and appropriately responding to peer and instructor assessments.**
- **Using the basic conventions of English grammar, spelling, punctuation, and usage.**
- **Clearly and adequately developing a basic thesis in an organized and coherent manner.**

**Communicate to target audiences his or her analysis, critique, and synthesis of ideas and information.**

- **Self-assessing and identifying ways to improve one's writing.**
- **Adapting written communication to connect with various health-care audiences.**
- **Using computers to produce texts whose design and format help to facilitate clarity.**

**Communicate complex ideas and information through writing within professional contexts.**

- **Effectively editing one's writing**
- **Structuring one's writing in response to an awareness of the audience's goals, level of knowledge, values, and interest level**
- **Communicating professional information in analysis of case studies**

**Evaluate management literature and determine its value for personal and professional improvement.**

- **Demonstrates independent thinking in evaluating management literature.**
- **Applies new knowledge to situations to achieve creative outcomes.**

**Analyze the ideas of others and engage in effective dialogs.**

- **Demonstrates the ability to deliver feedback to peers that result in effective outcomes.**
- **Demonstrates the ability to effectively receive and use feedback to modify their original ideas.**

**Analyze environments to determine the effective delivery of patient care.**

- **Accurately applies job design concepts to analyze environments.**
- **Accurately uses environmental analysis to analyze settings.**

**Synthesize management principles within the context of health care services to facilitate effective health care services.**

- **Integrates reengineering concepts with the realities of to create effective environments.**
- **Integrates concepts of effective strategy formulation with concepts of health care services to develop recommendations for change in settings.**

**Analyze interpersonal situations to achieve collaborative strategies in health care services.**

- Uses negotiation theory to clarify the interests of patients, and other health-care professionals.
- Uses strategies for mission formulation to analyze needs within the health care environment.

Synthesize management principles within the context of health care services to facilitate effective collaborative strategies in.

- Integrates negotiation theory with knowledge of health care services to develop collaborative relationships in healthcare practice settings.
- Integrates effective strategy implementation models within to facilitate collaborative relationships in the delivery of health care services.

**CLASS FORMAT:** This course is a graduate-level, seminar-class, and has been designed to facilitate students' life-long learning by placing emphasis on applying management skills," instead of simply learning about management. The philosophical approach of this seminar approach is to shift the focus of learning from acquisition of knowledge and skills through traditional pedagogy (lecture and in class exercises) to learning that is created through mediated experiences within a practice community. The focus, therefore, is on student engagement in the process, while the professor serves as a facilitator of the learning experience, utilizing a "flipped classroom" approach. Consequently, the class will be structured around student-led seminars.

**GRADING:**

**Washington University Grading Scale:\***

<b>Grades/sub-grades</b>	<b>4-point scale</b>
A+ (98% to 100%)	4.00
A (93% to 97%)	4.00
A- (90% to 92%)	3.7
B+ (88% to 89%)	3.3
<b>B (83% to 87%)</b>	<b>3.00</b>
B- (80% to 82%)	2.7
C+ (77% to 79%)	2.3
<b>C (73% to 77%)</b>	<b>2.00</b>
C- (70% to 72%)	1.7
<b>Overall GPA required for graduation</b>	3.00

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\* Percentages in parenthesis indicate letter grade conversions for numerically graded assignments.

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***Letter Grade Rubric for Principles of Management (AHBR 532) Course Grade:***

<b>A+</b>	Earns a grade of A+ on the <i>Strategic Plan</i> ; <u>exceeds expectations</u> for individual contribution to group work.
<b>A</b>	Earns a grade of A on the <i>Strategic Plan</i> , exceeds <u>expectations</u> for individual contribution to group work.
<b>A-</b>	Earns a grade of A on the <i>Strategic Plan</i> ; <u>meets expectations</u> for individual contribution to group work.
<b>B+</b>	Earns a grade of B on the <i>Strategic Plan</i> ; <u>exceeds expectations</u> for individual contribution to group work.
<b>B</b>	Earns a grade of B on the <i>Strategic Plan</i> ; <u>meets expectations</u> for individual contribution to group work.
<b>B-</b>	Earns a grade of B on the <i>Strategic Plan</i> ; <u>below average performance</u> for individual contribution to group work.
<b>C</b>	Earns a grade of C on the <i>Strategic Plan</i> ; <u>meets expectations</u> for individual contribution to group work.
<b>C-</b>	Earns a grade of C on the <i>Strategic Plan</i> ; <u>below average performance</u> for individual contribution to group work.
<b>F</b>	Earns a failing grade on the <i>Strategic Plan</i> and/or <u>below average performance</u> for participation and group work.

**TYPICAL SEMINAR ITINERARY**

- 5:30 pm to 6:00 pm----- Professor presents overview material.
- 6:00 pm to 6:30 pm-----Group # 1 leads a seminar discussion.
- 6:30 pm to 6:45 pm-----BREAK
- 6:45 pm to 7:15 pm ---- Group # 2 leads a seminar discussion.
- 7:15 pm to 8:45 pm --- Group Work

## **DESCRIPTION OF ACTIVITIES:**

### **FORMATIVE ACTIVITIES (Pass/Fail):**

Successfully completed formative activities are not assigned a “letter grade;” however, formative activities are taken into consideration in the calculation of the course grade as described in the grading rubric in the “Grading” section above.

**Participation:** Effective management must be practiced to be effective; therefore, the areas “formative” aspect of this class; consequently, grading for all participation activities (described below) is pass/fail. Materials submitted for formative activities will not be returned. † These formative activities include opportunities for **peer-mentoring and peer-teaching**. A Team Member Evaluation Form (See Appendix C) must be submitted on the last day of class. **Seminar Discussion:** Participation includes preparation of and participation in focused student-led class discussion. Students have the responsibility, as a group during multiple classes throughout the semester, to lead three (3) in-class discussions (25-30 minutes) of the assigned readings (integrating aspects of *The 7-Habits of Highly Effective People* **and** additional outside materials). The group may organize their assigned seminar however they choose (handouts, PowerPoint, video clips, etc.) but it is expected that the assigned reading will be covered thoroughly and the group will employ techniques to encourage class participation. Regular attendance and full participation, including peer review of others’ work, is expected.

### **SUMMATIVE ACTIVITY (Graded):**

**Strategic Planning Project:** Students are required to prepare a strategic analysis that analyzes a healthcare practice setting. This project should be completed through independent study and research, including *Creating Your Strategic Plan Workbook* assignments‡ and interviews of practicing managers. Students will present their recommendations to the class in a 10-12-minute oral report (summary of complete project). A twelve to fifteen page (12-15 page, 3000-4500 words) report must also be submitted at the time of the presentation (See Appendix A).

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† Students (or groups) will be notified if they “fail” any formative activity. (**NOT** including late or missed submissions) and will be given one opportunity to rewrite the assignment and receive a “pass.” Formative activities will NOT be returned unless the student (or group) is being asked to rewrite the assignment.

‡ The *Creating Your Strategic Plan Workbook* assignments that are listed with each Seminar Module will not be covered in class but, instead, are intended as a guide for your independent study and research for your Strategic Planning Project.

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# Lecture Outline

<u>DATE</u>	<u>TOPIC</u>
1/18	<b>OVERVIEW OF COURSE REQUIREMENTS</b>
1/25	<b>INTRODUCTION</b> <ul style="list-style-type: none"><li>• <b>Common Sense</b></li><li>• <b>Organizational Effectiveness</b></li><li>• <b>Sign-up for Individual Consultations</b></li></ul> <p><b>VIDEO CLIP:</b> <i>Joe v. The Volcano</i> <b>VIDEO:</b> <i>Ben and Jerry</i></p>
2/1	<b>THE CONTEXT AND PROCESS OF STRATEGIC PLANNING</b> <p><b>ALL STUDENTS</b></p> <p><b>QUESTION:</b></p> <ul style="list-style-type: none"><li>◆ <b>What is Strategic Planning?</b></li></ul> <p><b>READING:</b> Covey—<i>Part One &amp; Paradigms of Interdependence</i> <b>VIDEO:</b> <i>Inside the McDonald's Empire</i> <i>Creating Your Strategic Plan Workbook</i> Assignment: <i>Overview</i></p>
2/8	<b>INDIVIDUAL CONSULTATIONS WITH PROFESSOR</b> <ul style="list-style-type: none"><li>• <b>ASSIGNMENT:</b> Think about your objective for the <i>Strategic Planning</i> Project. What are your goals? Come to your appointment prepared to present a summary of your ideas for your project.</li></ul>
2/15	<b>NEGOTIATION VIDEO WORKSHOP:</b> <ul style="list-style-type: none"><li>■ <b>Issues</b></li><li>■ <b>Options</b></li><li>■ <b>Standards</b></li><li>■ <b>People</b></li><li>■ <b>Alternatives—BATNA</b></li><li>■ <b>Closure</b></li></ul>
2/22	<b>SEMINAR PLANNING GROUP CONSULTATIONS</b> <ul style="list-style-type: none"><li>• <b>Each group will meet with the professor for a consultation by appointment (30 minutes/group).</b></li></ul>

- 3/1 RESEARCH & PREPARATION**
- ◆ Prepare for your group’s In-Class Seminars
  - ◆ Begin interviews and data gathering for your Strategic Planning Project.

**3/8 SEMINAR #1: HOW DO OUR PARADIGMS IMPACT OUR EFFECTIVENESS?**

**GROUP 1**

**FOCUSED DISCUSSION:**

- ◆ Covey Part One
- ◆ Be Proactive

**GROUP 2**

**FOCUSED DISCUSSION:**

- ◆ Begin with the End in Mind
- ◆ Put First Things First

**READING:** Covey—*Habit One, Two and Three*

**Creating Your Strategic Plan Workbook** Assignment: *Step 1 & 2*

**VIDEO CLIP:** *Butch Cassidy & The Sundance Kid*—“..If I draw on you, you’ll kill me.”

**3/15 SPRING BREAK (NO CLASS)**

**3/22 RESEARCH & PREPARATION**

- ◆ Prepare for your group’s In-Class Seminars
- ◆ Continue research and data gathering for your Strategic Planning Project.

3/29

## SEMINAR # 2 HOW DO WE MOTIVATE OTHERS FOR HIGH PERFORMANCE?

### GROUP 1

#### FOCUSED DISCUSSION:

- ◆ Covey Part Three
- ◆ Think Win-Win

### GROUP 2

#### FOCUSED DISCUSSION:

- ◆ Seek First to Understand and then to be Understood
- ◆ Synergize

**READING:** Covey—*Habit Four, Five, and Six*

**VIDEO CLIPS:** *Big Bang Theory*—“Sheldon trains Penny.” **and** “Emotional Intelligence:

*Creating Your Strategic Plan Workbook* Assignment: Step 3-6

4/5

## RESEARCH & PREPARATION

- ◆ Prepare for your group’s In-Class Seminars
- ◆ Continue research and data gathering for your Strategic Planning Project.

4/12

**SEMINAR # 3 HOW CAN WE INCREASE  
ORGANIZATIONAL COMMITMENT? AND  
CREATE AN EFFECTIVE CULTURE?**

**GROUP 1**

**FOCUSED DISCUSSION:**

- Sharpen the Saw

**GROUP 2**

**FOCUSED DISCUSSION:**

- Inside-Out Again

**READING:** Covey—*Habit Four & Habit Five*

**VIDEO CLIPS:** *Mr Holland's Opus*—"When you look into a mirror ... *Teen Wolf*—  
"Mi Casa, Su Casa"

**VIDEO:** *MBTI*

*Teen Wolf*—"Mi Casa, Su Casa"

*Creating Your Strategic Plan Workbook* Assignment: Step 7 & 8

4/19

**STRATEGIC PLANNING PRESENTATION**

**FINAL PREP**

- Individual meetings with professor (as needed)

4/26

(& 5/3 if needed)

**STRATEGIC PLANNING PRESENTATIONS**

**DUE:**

- Email a copy of your written paper to the professor prior to tonight's presentation.
- Each student presents an overview of their Strategic Plan in a 10-12-minute in-class presentation.
  - ♦ Bring your Team Member Peer Evaluation Form (Appendix C folded), to the meeting.

# APPENDIX A

# PATRNS<sup>®</sup> ACTIVITY

## Strategic Planning Project

### Step One: THE OBJECTIVE

Develop (individually) a 12 to 15-page paper\* (3000-4500 words) that summarizes a practical, tactical plan of action based upon concepts integrates concepts of strategic planning from the course and knowledge of the needs of professional practice.

### Step Two: THE PAPER

- 1) “Introduction”: 1-2 pages. In this section I’d expect to see some sort of “review” that pertains to the course concepts. For example, within the course you examined important strategic planning tools both in class and in through your independent study. So, in this first section, I’d expect you to summarize WHAT YOU KNOW about strategic planning that ended up being the most meaningful to you in regard to this project as you completed your strategic planning project.
- 2) “Body of Text”: 8-10 pages. Returning to your tools, discuss how you have applied these concepts to an environment. Use a “problem solving” approach to develop a thoughtful recommendation.
- 3) “Conclusion”: 2-3 pages. In this section please discuss the bottom line recommendations you have reached concerning project. Tell the reader how this information could benefit the organization that you have analyzed.

### Step Three: IN-CLASS PRESENTATION

- 1) Project summaries will be presented to the class with a **15-20- minute** presentation.

#### STRATEGIC PLAN PROJECT GRADING RUBERIC

<b>A</b>	<i>Strategic Plan Introduction <b>exceeds expectations</b>; use of specific strategic planning tools <b>exceeds expectations</b>; project “conclusion” <b>exceeds expectations</b>.</i>
<b>B</b>	<i>Strategic Plan meets expectations; Specific use of specific strategic planning tools meets expectations; project “conclusion“ meets expectations.</i>
<b>C</b>	<i>Strategic Plan Introduction is below expectations; Specific use of specific strategic planning tools <b>OR</b> project “conclusion” is below stated expectations.</i>
<b>F</b>	<i>Strategic Plan Introduction is below expectations; Specific use of specific strategic planning tools <b>and</b> project “conclusion” is below expectations.</i>

**NOTE: THIS IS A SUMMATIVE PROJECT**

## APPENDIX B

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# GROUP SIGN-UP

THE FOLLOWING PEOPLE WILL WORK AS A GROUP:

**PRINT** your name below.

NAME (PRINT)

(a.k.a.)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Submitted by \_\_\_\_\_ Group \_\_\_\_\_

## APPENDIX C

# TEAM MEMBER PEER EVALUATION FORM

**Complete this evaluation and bring it to your group meeting with your professor on the date scheduled for the mentor presentations.  
Please fold the evaluation to preserve privacy.**

Put your name and group identification at the top of this form. This semester you worked on a team with other students for group projects. Please rate your team members on the relative contribution made in completing these projects. Your ratings will be confidential. Be honest on this evaluation. In rating your team members, use a one to five point scale, where: 5 = superior, 4 = above average, 3 = average, 2 = below average, and 1 = really weak. Add the scores to obtain a total score for each group member. Put any comments on the bottom or back of this page. Fold this sheet when you complete the ratings below. Thank you. Work on all group projects should be included as part of this evaluation. Please note that if students receive a low evaluation by 50% or more of their group members, they will lose 25% of their participation points.

**TEAM MEMBER NAMES**—First Name-First **Initial**+Last **Name** (ie. drickert)  
**Don't include yourself.**

<b>Ratings:</b>			
On time for all group meetings			
Helped keep the group cohesive			
Number of useful ideas contributed			
Quantity of work done			
Quality of work done			
Facilitated group decision-making			
Add columns	+	+	+
Totals			

Comments (continue on back if necessary):

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