

Strategic Leadership in Healthcare

MANA 7382

Spring 2023, Wed. 6:00 – 9:00 PM

2022 v 1.0

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Course Objectives

1. Strategic Thinking. Appreciate the components of a successful strategy for a healthcare enterprise and understand when it is necessary to change or alter strategy.
2. Strategic Planning. Use tools to help formulate a successful strategy for a healthcare institution.
3. Strategic Managing. Learn how to implement a new strategy for a healthcare institution and maintain strategic momentum.

Course Description

The healthcare system in the United States is massive, complex, and dysfunctional. Historically, healthcare institutions were under little pressure to reduce costs or differentiate themselves from their competitors. With declining reimbursements and stiff competition from traditional and non-traditional healthcare providers, every healthcare institution must create and execute a successful strategy that ultimately succeeds in improving access, reducing costs, and increasing quality.

This course will serve: 1) as an introduction to students interested in formulating healthcare strategy; 2) for any student who wants a better understanding of complex tradeoffs being forced upon US healthcare providers; and 3) for students more generally interested in formulating strategy and implementing strategic management in a complex industry. No healthcare background is assumed or necessary.

We will provide an overview of strategic thinking, including when and why strategic thinking is important. Next, we will turn to key tools used to develop an institution's strategy. Finally, we will discuss the

implementation challenges facing any institution that embarks on a new or significantly altered strategy and ways to maintain strategic momentum.

Required Textbooks

Strategic Management of Health Care Organizations, 8th Edition, Peter M. Ginter, W. Jack Duncan, Linda E. Swayne.

Essentials of Strategic Planning in Healthcare, 3rd Edition, Jeffrey P. Harrison.

HBR's 10 Must Reads on Strategy for Healthcare, Harvard Business Review Press.

Course Structure

Our class will meet for fourteen weeks on Wednesday evenings. Check the Sessions section below to make sure you are prepared for class meetings and to make sure that all assignments are turned in timely.

Grading

The final grade for this class depends on the following three components.

1. Ginter Group Cases – 50% of Grade

Group Project. There will be a strategy case for each Module for which you will write a strategy report to senior leadership. Please complete each assignment, maximum five pages, double spaced, using Times New Roman 11 font, and submit as a pdf by email to ejkroger@gmail.com. Include the title of the homework, your names, and your student ID numbers at the top of the page. Only one person per group should submit the paper. For each case, use the following format: An Executive Summary of less than a page, then the body of the Report with the following sections: 1) Key Issues; 2) Situational Analysis; 3) Strategy Formulation; 4) Recommendation; 5) Implementation Strategies; 6) Benchmarks for Success and Contingency Plans. Please refer to Resource 1 at the end of the Ginter textbook for suggestions on analyzing cases and writing strategy reports. Please see the schedule for due dates.

2. Harrison Individual Questions – 20% of Grade

Individual Project. You will be provided a series of questions about the Coastal Medical Center each week. Please complete each homework assignment, maximum three pages, double spaced, using Times New Roman 11 font, and submit as a pdf by email to ejkroger@gmail.com. Include the title of the homework, your name, and your student ID number at the top of the page. You do not need to repeat the questions asked, just indicate the subpart you are answering by use of 1., 2., etc. Please see the schedule for Homework due dates.

3. CMC Strategy Report – 30% of Grade

Individual Project. At the end of the course, you will be responsible for a comprehensive strategy report to the executive leadership of Coastal Medical Center setting forth your strategic recommendations for the next ten years. You may be guided by some of the ideas suggested by the weekly CMC questions, although many of CMC's difficulties may not have been addressed in the weekly studies. Feel free to address new concerns that you feel deserve attention from senior leadership. You should generally follow the format for

the Ginter individual cases, although with some allowance for the fact that you will likely be addressing multiple key strategic issues. Your report should be a maximum of 12 pages, double spaced, using Times New Roman 11 font, and be submitted by email to ejkroger@gmail.com. We will discuss the due date in class.

4. Class Participation – Bonus

I will use participation during our weekly sessions as a potential curve. The course requires that all students read and think about the assigned materials and participate actively in every class discussion. Please note that I will frequently call on you for your input or opinions during class, so be prepared. Please review Appendix A for details.

Excused Absence Policy

Regular class attendance, participation, and engagement in coursework are important contributors to student success. Absences may be excused as provided in the University of Houston Graduate Excused Absence Policy for reasons including: medical illness of student or close relative, death of a close family member, legal or government proceeding that a student is obligated to attend, recognized professional and educational activities where the student is presenting, and University-sponsored activity or athletic competition. Additional policies address absences related to military service, religious holy days, pregnancy and related conditions, and disability.

Recording of Class

Students may not record all or part of class, livestream all or part of class, or make/distribute screen captures, without advanced written consent of the instructor. If you have or think you may have a disability such that you need to record class-related activities, please contact the Center for Students with Disabilities. If you have an accommodation to record class-related activities, those recordings may not be shared with any other student, whether in this course or not, or with any other person or on any other platform. Classes may be recorded by the instructor. Students may use instructor's recordings for their own studying and notetaking. Instructor's recordings are not authorized to be shared with anyone without the prior written approval of the instructor. Failure to comply with requirements regarding recordings will result in a disciplinary referral to the Dean of Students Office and may result in disciplinary action.

Syllabus Changes

Please note that the instructor may need to make modifications to the course syllabus and may do so at any time. Notice of such changes will be announced as quickly as possible.

Resources for Online Learning

The University of Houston is committed to student success and provides information to optimize the online learning experience through the Power-On website. Please visit this website for a comprehensive set of resources, tools, and tips including: obtaining access to the internet, AccessUH, and Blackboard; requesting a laptop through the Laptop Loaner Program; using your smartphone as a webcam; and downloading Microsoft Office 365 at no cost. For questions or assistance contact UHonline@uh.edu.

UH Email

Email communications related to this course will be sent to your Exchange email account which each University of Houston student receives. The Exchange mail server can be accessed via Outlook, which provides a single location for organizing and managing day-to-day information, from email and calendars to contacts and task lists. Exchange email accounts can be accessed by logging into Office 365 with your CougarNet credentials or through Access UH. They can also be configured on IOS and Android mobile devices. Additional assistance can be found at the Get Help page.

Webcams

Access to a webcam is required for students participating in this course. Webcams must be turned on (video unmuted) during all live course meetings to enable our discussions.

Honor Code Statement

Students must abide by an honor code as part of their submission of any graded work including but not limited to projects, quizzes, and exams: "I understand and agree to abide by the provisions in the Houston Graduate Academic Honesty Policy. I understand that academic honesty is taken very seriously, and in cases of violations, penalties may include suspension or expulsion from the University of Houston."

Synchronous Online Courses

This course is being offered in the synchronous online format. Synchronous online class meetings will take place according to the class schedule. In between synchronous class meetings, there may also be asynchronous activities to complete (e.g., discussion forums and assignments). An alternative assessment will be used in the place of the traditional final exam at the course conclusion. Instructions will be provided, including the date and time that the assessment materials will be released to the class and will be due, resources and collaborations that are allowed and disallowed in the process of completing the assessment, procedures to follow if connectivity or other resource obstacles are encountered during the assessment period, acceptable submission formats, and submission location.

Helpful Information

COVID-19 Updates: <https://uh.edu/covid-19/>

Coogs Care: <https://www.uh.edu/dsaes/coogscare/>

Laptop Checkout Requests: <https://www.uh.edu/infotech/about/planning/off-campus/index.php#do-you-need-a-laptop>

Health FAQs: <https://uh.edu/covid-19/faq/health-wellness-prevention-faqs/>

Student Health Center: <https://uh.edu/class/english/lcc/current-students/student-health-center/index.php>

Professor Evaluation

The C.T. Bauer College of Business has a policy for its instructors to be evaluated by students to provide feedback on how their teaching performance can be improved. I strongly encourage you to participate in the evaluation process. I am available throughout the course to receive any informal input. I rely on your input to improve the class each time I teach it.

Disability-Based Accommodations

The C.T. Bauer College of Business would like to help students who have disabilities achieve their highest potential. To this end, students must register with the Center for Students with Disabilities (CSD) (Telephone 713-743-5400) It is the mission of the Disability Resource Center (DRC) to be committed to providing access to the educational environment for students. Students who may need accommodations should contact the DRC to discuss their needs and begin the registration process.

Sessions

MODULE ONE

Ginter

- Reading: Analyzing Strategic Health Care Cases
Cottage Senior Living Case
- Group Assign: Cottage Senior Living Case (due at end of first week)

Harrison

- Reading: Coastal Medical Center Case
Ten Concepts for Effective Leadership

MODULE TWO

Ginter

- Reading: Health Care Organization Accounting, Finance and Performance Analysis
Asian Health Services
- Group Assign: Asian Health Services (due before class)

Harrison

- Reading: Leadership, Mission, Vision and Culture
- Indiv Assign: CMC Questions and Exercises (due before class)

HBR Strategy

- Reading: Introduction

MODULE THREE

Ginter

- Reading: The Nature of Strategic Management
Community Blood Center

Group Assign: Community Blood Center (due before class)

Harrison

Reading: The Shared Motivation of Transformational Leadership

Indiv Assign: CMC Questions and Exercises (due before class)

HBR Strategy

Reading: What is Strategy?

MODULE FOUR

Ginter

Reading: External Analysis

Alaska's Southcentral Foundation

Group Assign: Alaska's Southcentral Foundation (due before class)

Harrison

Reading: Fundamentals of Strategic Planning

Indiv Assign: CMC Questions and Exercises (due before class)

HBR Strategy

Reading: The Five Competitive Forces that Shape Strategy

MODULE FIVE

Ginter

Reading: Service Area Competitor Analysis

LINET Americas

Group Assign: LINET Americas (due before class)

Harrison

Reading: SWOT Analysis

Indiv Assign: CMC Questions and Exercises (due before class)

HBR Strategy

Reading: Health Care Needs Real Competition

MODULE SIX

Ginter

Reading: Internal Analysis and Competitive Advantage

Group Assign: West Kendall Baptist Hospital (due before class)

Harrison

Reading: Healthcare Marketing
Indiv Assign: CMC Questions and Exercises (due before class)

HBR Strategy

Reading: Building Your Company's Vision

MODULE SEVEN

Ginter

Reading: Directional Strategies
Humana
Group Assign: Humana (due before class)

Harrison

Reading: Health Information Technology
Indiv Assign: CMC Questions and Exercises (due before class)

HBR Strategy

Reading: Reinventing Your Business Model

MODULE EIGHT

Ginter

Reading: Identifying Strategic Alternatives
Pricing the EpiPen
Group Assign: Pricing the EpiPen (due before class)

Harrison

Reading: Designing an Effective Business Plan
Indiv Assign: CMC Questions and Exercises (due before class)

HBR Strategy

Reading: Will Disruptive Innovations Cure Health Care?

MODULE NINE

Ginter

Reading: Evaluation of Alternatives and Strategic Choice
Cavalier Hospital
Group Assign: Cavalier Hospital (due before class)

Harrison

Reading: Communicating the Strategic Plan
Indiv Assign: CMC Questions and Exercises (due before class)

HBR Strategy
Reading: Blue Ocean Strategy

MODULE TEN

Ginter
Reading: Value-Adding Service Delivery Strategies
Pleasant Bluffs
Group Assign: Pleasant Bluffs (due before class)

Harrison
Reading: Accountable Care Organizations and Physician Alignment
Indiv Assign: CMC Questions and Exercises (due before class)

HBR Strategy
Reading: Rediscovering Market Segmentation

MODULE ELEVEN

Ginter
Reading: Value-Adding Support Strategies
Kaiser Permanente
Group Assign: Kaiser Permanente (due before class)

Harrison
Reading: Post-Acute Care
Indiv Assign: CMC Questions and Exercises (due before class)

HBR Strategy
Reading: The Office of Strategy Management

MODULE TWELVE

GINTER
Reading: Communicating Strategy and Developing Action Plans
Ex Albate
Group Assign: ExAlbate Neuro (due before class)

HARRISON
Reading: Political, Business and Ethical Decisions in Health Systems
Indiv Assign: CMC Questions and Exercises (due before class)

HBR ON STRATEGY
Reading: The Strategy That Will Fix Health Care

MODULE THIRTEEN

Ginter

Reading: Health Care Organization Accounting, Finance and Performance Analysis
Huntington Hospital

Group Assign: Huntington Hospital (due before class)

Harrison

Reading: Quality, Safety, Patient Experience and Value

Indiv Assign: CMC Questions and Exercises (due before class)

MODULE FOURTEEN

Ginter

Reading: Health Care Organization Accounting, Finance and Performance Analysis
Valley Health

Group Assign: Valley Health (due before class)

Harrison

Reading: The Future of Healthcare

Indiv Assign: CMC Questions and Exercises (due before class)

Appendix A

Live Session Expectations

PLEASE BE PREPARED TO BE CALLED ON DURING CLASS – IT IS EXPECTED THAT YOU HAVE READ AND ARE FAMILIAR WITH ASSIGNED READINGS AND CASES

High/Above-Average Contributions Assessment Criteria:

- Contributions reflect thorough or exceptional preparation.
- Ideas offered are usually or always substantive, provide one or more significant insights and provide above average or highly productive direction for discussion among classmates.
- Challenges to the ideas of others, including authors of assigned readings, are well-substantiated and often or always presented persuasively.
- If this person were not present in our class sessions, the quality of discussion would be diminished markedly.

Medium/Average Contributions Assessment Criteria:

- Contributions reflect satisfactory preparation.
- Ideas offered are sometimes substantive, provide generally useful insights but seldom offer new and substantive direction for discussion among fellow classmates.
- Challenges to the ideas of others, including authors of assigned readings, are sometimes well-substantiated and sometimes presented persuasively.
- If this person were not present in our class sessions, the quality of discussion would be diminished.

Low/Below-Ave Contributions Assessment Criteria:

- Contributions reflect inadequate preparation.
- Ideas offered are seldom substantive, provide few, if any, insights and, at times, take the classroom discussion in an unproductive, insightful direction.
- Integrative comments and effective challenges are rare or absent.
- If this person were not present in our class sessions, the quality of discussion would not be changed or might improve.