SOUTHERN ILLINOIS UNIVERSITY CARBONDALE
COLLEGE OF APPLIED SCIENCES AND ARTS
DISTANCE EDUCATION AND OFF CAMPUS PROGRAMS

COURSE SYLLABUS

HCM 384-3
Strategic Planning and Leadership in Health Care
Camp Lejeune, North Caroline

FACULTY:

Instructor: Faith A Regan, MBA/HCM, NHA
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Email: faithregan@att.net
LinkedIn linkedin.com/infaitharegan

Contact Times:
You may contact me by phone between the hours of 6:00pm and 8:00pm (EST) Monday through Friday, and 10:00am and 8:00pm (EST) Saturday and Sunday. You can also e-mail me at the above address or text me on my cell phone anytime. I work full-time so I am not always available during the day to answer questions, but I will get back to you as soon as I am able.

Required Textbook:

Recommended Resources: (not required to purchase):

Course Description:
A course that analyzes the fundamentals of strategic planning and leadership in health care organizations. Emphasis is placed on mission, vision, values, creating business plans, and conducting SWOT analysis. The impact of leadership style on the strategic planning process is explored.

PREREQUISITES: Restricted to HCM majors/minors.

Course Outcomes:
At the end of the course, students should be able to:

1. Utilize the World Wide Web and internet to participate in assignments, class / group projects, pod casts, and phone conferences, simulating the phone / video conferences, trainings, and assignments experienced in the health care management industry.

2. Understand how organizational mission, vision, and values are foundational to strategic planning.
3. Articulate how leadership style influences strategic planning.
5. Develop a business plan.
6. Understand how technology impacts strategic planning.
7. Communicate and implement strategic initiatives.

**Topical Outline:**

<table>
<thead>
<tr>
<th>Topics</th>
<th>Percentages of Time</th>
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<tbody>
<tr>
<td>LEADERSHIP FOUNDATIONS</td>
<td>30%</td>
</tr>
<tr>
<td>I. Leadership Thought</td>
<td></td>
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<tr>
<td>a. Leaders &amp; Systems</td>
<td></td>
</tr>
<tr>
<td>b. Bridging Theory &amp; Practice</td>
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</tr>
<tr>
<td>II. Determining Your Leadership Style</td>
<td></td>
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<tr>
<td>a. Personality Assessments</td>
<td></td>
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<tr>
<td>b. Personality archetypes &amp; Leadership</td>
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</tr>
<tr>
<td>c. Strategies to maximize Nature vs. Nurture State of Being</td>
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<tr>
<td>III. Understanding Leadership as Theory</td>
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<tr>
<td>a. Overview of Theory</td>
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</tr>
<tr>
<td>b. Theories, Models, Constructs, Variables, &amp; Measurements</td>
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<tr>
<td>c. Descriptive and Prescriptive Leadership</td>
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<tr>
<td>i. Leadership Theory on Motivation</td>
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<tr>
<td>IV. Chronology of Leadership Study &amp; Practice</td>
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<tr>
<td>a. Trait Leadership Phase</td>
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<td>b. Behavioral Leadership Phase</td>
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<tr>
<td>c. Situational or Contingency Leadership Phase</td>
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<tr>
<td>LEADERSHIP IN PRACTICE</td>
<td>30%</td>
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<tr>
<td>I. Leadership Competence I: Personal Responsibilities</td>
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<tr>
<td>a. Complex &amp; Dynamic Health Environment</td>
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<tr>
<td>b. Leadership Knowledge, Comprehension, Skills, &amp; Abilities</td>
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<tr>
<td>c. Motivation &amp; Inspiration.</td>
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<tr>
<td>d. Forming Relationships, Networks, &amp; Alliances</td>
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<tr>
<td>e. Communication &amp; Culture</td>
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<tr>
<td>II. Leadership Competence II: Application of Skills, Tools, &amp; Abilities</td>
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<tr>
<td>a. Planning</td>
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<td>b. Decision-Making and Decision Alignment</td>
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<td>c. Training</td>
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<tr>
<td>III. Leadership Assessment &amp; Research: Individual, Team, &amp; Organization</td>
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<tr>
<td>a. Cycles of Leadership Development</td>
<td></td>
</tr>
</tbody>
</table>
b. Crawl-Walk-Run Metaphor

c. The Crawl: Strategies for Managing Individuals

d. The Walk: Strategies for Managing Groups & Teams

e. The Run: Strategies for Leading Organizations

f. Effectiveness & Leadership Development

IV. Leadership Models in Practice

a. Omnibus Leadership Model

b. Dynamic Culture Leadership Model

c. Bolman & Deal’s Reframing Leadership & Management in Organizations Model

d. Lynn’s Leadership Art & Science in Public Leadership & Management Model

e. Yukl’s Multiple Linkage Model

f. Hargrove & Glidewell’s Impossible Leadership Model

g. Analysis & Comparison of Four Models

h. Leadership Measurement Tools

LEADERSHIP IN HEALTH ORGANIZATIONS

I. Leadership & the Complex Health Organization


b. Understanding the Internal Environment

c. Understanding the External Environment

d. Organizational Change

e. Challenges of Change

II. Ethics in Health Leadership

a. What is Ethics?

b. Understanding the Patient’s Spirituality Base in Decision-Making

c. Ethics Codes Adopted by the Health Industry

d. The Difference Between Medical Ethics, Clinical Ethics, & Bioethics

e. A Health Leader’s Challenge: Where to Start?

III. Understanding the Executive Roles of Health Leadership

a. Leadership for Physicians, Nurses, Administrators, & Medical Function Directors

b. Parity of Health Care

LEADING PEOPLE & MANAGING RESOURCES INTO THE FUTURE

I. Complexity, Speed, & Change: Leadership Challenges for the Next Decade

II. Leadership: A Critical Factor for the Future Success of the Industry

III. Leading Nonperforming Employees: Leadership Responsibility

IV. Responsibilities of Mentorship & Succession Planning

Attendance:
Students are expected to attend all classes in their entirety and complete all course assignments. When a student misses a class, it is their responsibility to obtain the information they missed from a fellow student. Attendance
accounts for (15%) of the academic course grade and is scored as a deduction of 10 point a day, 5 point per half day.

Attendance is taken in the morning and when coming back from lunch, if the student is not in class by the time the attendance is taken, they will lose the points for that portion of the day. In the event that you are going to be late or absent from class, it is your responsibility to inform the instructor ASAP. Make-up work for excused tardiness and/or missed class time is at the discretion of the Instructor.

Students who are absent more than one-third (1/3) of the course’s instructional hours will seriously jeopardize their grade for the course. It is the student’s responsibility to inform the Instructor of any scheduled or unscheduled missed class time, course assignments, and to acquire missed assignments and/or make-up work.

Students who officially register for a class may not withdraw merely by discontinuing attendance. Students who wish to withdraw from a course must notify their local program advisor, in writing, that they wish to withdraw from the course.

**Classroom Activities:**
During class time, questions and problems will be presented and worked on within the classroom. These class activities will revolve around the chapters we are studying and they are designed to allow students a first-hand learning experience in problem solving and decision-making.

Each student will work assignments individually or in teams and determine action(s) to take. The student[s] will then provide results orally to the class in an informal discussion.

*All classroom work is considered class participation, and cannot be made up if the student is out of class during any session*

**Desire-2-Learn (D2L) Online Learning System:**
This class has the ability to utilize the Southern Illinois University’s Desire-2-Learn Online Learning System as a second classroom. I will place the course syllabus, assignments, powerpoints and helpful hints on it. You can get to the Southern Illinois University’s Desire-2-Learn Online Learning System (D2L) by going to the following website [https://online.siu.edu/](https://online.siu.edu/) then to HCM-384-906– Strategic Planning & Leadership.

*Please submit all assignment through the D2L Dropbox.*

**Homework Assignments:**
During the class, you will be required to complete a homework assignment, as described below. For your assistance homework resource guides, excel spreadsheets and requirements can be found on D2L.

**Due 31 May 14:** Complete the Leadership Thought Worksheet and post in the Dropbox to be graded. The worksheet is found on D2L and will be given out on the first day of class.

**Mid-Term & Final Exam:**
The Mid-Term & Final Exam will consist of true and false and multiple-choice questions. The exams will be taken online at D2L on the second Sunday of class and the last Sunday of class. You must read the text and take notes in class to answer the questions properly. I will try to touch on most of the material in the text but we may not have time to go over everything. This does not mean you are not responsible for the information, you must understand all material for both exams.

**Team Project: Leadership Plan Paper & Presentation**
This project requires groups of three to four (3 - 4) students be formed that will work as a team on a Leadership Plan Presentation & Paper. This assignment requires the team to write a paper of at least ten (10) pages but not to exceed fifteen (15) pages (double-spaced) and develop a power point presentation based on a leadership plan.
This paper must integrate models and theories contained in the textbook and reference at least fifteen (15) sources over and above the textbook.

Each team will prepare at least eight (8) but not to exceed twelve (12) slides to present their leadership plan and give a 20-25 minute oral presentation the last Sunday of class, June 15th. **The team must submit a copy of their Powerpoint presentation to the Instructor before the presentation.**

The point value of the paper is 80 points, while the PowerPoint presentation is 50 points and completion of the oral presentation portion is worth 20 points. If you are not there to complete the oral portion of the presentation, you will lose those points. Lastly, ensure all team member names are on the Powerpoint presentation and paper.

**Writing Guidelines and Grading Criteria:**

In order to excel on the team project, students must be able to apply the concepts, not just reiterate what is in the text, lectures & supplemental readings. Get into the materials and make connections that will assist you in being able to utilize the concepts in a professional setting. Be sure to be clear & concise and fully explain your entire answer for full credit.

All assignments **must** follow the APA manuscript writing style. Below is the APA Format to use.

- Title/Cover Page
- Body - Introduction, Discussion, Conclusion,
- Bibliography/Reference Page (the textbook can be one of your references).
- Proper Citations throughout paper
- Double spaced line spacing
- Times New Roman font
- 12 point font size

Break up your discussion into logical, organized paragraphs, with headings to separate sections if necessary.

Before submitting your assignment, ensure all research has been properly cited in the text and referenced at the end of the paper. A good rule to follow is, **whatever you have referenced should be cited and whatever cited should be referenced.** If you do not use proper in-text citations and include a reference list, your grade will reflect this. For proper guidelines on how to write citations and references, see “*The Little Brown Book*” or “*The Publication Manual of the American Psychological Association*”.

Wikipedia or other wikis or blogs are not reliable source material and therefore cannot be used in your paper. Website citations must be from well-known, authoritative sites on the topic(s) discussed. Books, magazines, newspapers or other periodicals are acceptable sources as well. Spelling, punctuation, grammar and the tone of the paper should be professional and will factor into grading.

<table>
<thead>
<tr>
<th>Objective/Criteria</th>
<th>Need Improvement</th>
<th>Meet Expectations</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spelling</strong></td>
<td>(0 points)</td>
<td>(5 points)</td>
<td>(10 points)</td>
</tr>
<tr>
<td></td>
<td>Excessive spelling errors present.</td>
<td>Some infrequent spelling errors noted.</td>
<td>Little to no spelling errors noted.</td>
</tr>
<tr>
<td>Objective/Criteria</td>
<td>Need Improvement</td>
<td>Meet Expectations</td>
<td>Exceptional</td>
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<tr>
<td><strong>Grammar</strong></td>
<td>(0 points) Excessive grammar errors noted.</td>
<td>(5 points) Some infrequent grammar errors noted.</td>
<td>(10 points) Little to no grammar errors noted.</td>
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<td>• <strong>grammatical errors:</strong> subject-verb disagreement, pronoun-antecedent disagreement, incorrect verb tense, incomplete sentence (sentence fragment), run-on sentence (fused sentence or comma splice), vague antecedent, misplaced or dangling modifiers, mixed sentences. (See Little, Brown Handbook).</td>
</tr>
<tr>
<td><strong>Tone/Style</strong></td>
<td>(0 points) Tone of the paper was inappropriate or unprofessional.</td>
<td>(5 points) Tone was not very professional and could use refinement.</td>
<td>(10 points) Appropriate professional tone.</td>
</tr>
<tr>
<td><strong>Formatting</strong></td>
<td>(0 points) Formatting did not meet assignment criteria.</td>
<td>(5 points) Minor formatting error(s) noted.</td>
<td>(10 points) Formatting met all assignment criteria, as stated in the <strong>Writing Guidelines</strong> above</td>
</tr>
<tr>
<td><strong>Questions</strong></td>
<td>(0 points) Questions were not adequately answered, or the case information was not incorporated within the questions.</td>
<td>(5 points) Some questions were answered and case information was somewhat incorporated within the questions.</td>
<td>(10 points) Adequately answered all questions; identified and incorporated all case information within the questions.</td>
</tr>
<tr>
<td><strong>Citations and References</strong></td>
<td>(0 points) No sources are cited or referenced.</td>
<td>(20 points) Sources are referenced, but are not cited properly, or citations are lacking references.</td>
<td>(30 points) Sources are cited adequately and appropriately.</td>
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<td></td>
<td>• Use APA format to list references on reference list and to cite references in text (body of your paper). Single spaced entry lines; double-spaced between entries. Included a citation for each paragraph in the paper that that is obviously taken from a source.</td>
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</tbody>
</table>
**Course Assignments:**

It is my expectation that students submit all course requirements in a *timely manner*. Late submissions of assignments will reflect a deduction of 5 points for every 3 days late. Therefore, an assignment submitted two weeks past the due date will not be accepted and the grade will reflect a zero (0). Any course requirement not submitted may result in a full course grade reduction.

It should be noted, in the event of the **absolute** need, the student may request an Incomplete (I) letter grade.

**ICE Survey**

The student survey for this course is now placed on D2L under HCM-384-906: Strategic Planning & Leadership. You will find the survey under “Activities” then click on “ICE”.

**Grading Evaluation:**

The following total points will determine your grade:

<table>
<thead>
<tr>
<th>Description</th>
<th>Points</th>
<th>Letter Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Attendance</td>
<td>60 points</td>
<td>A 450 – 500</td>
</tr>
<tr>
<td>b. Classroom Participation</td>
<td>30 points</td>
<td>B 400 – 449</td>
</tr>
<tr>
<td>c. Team Project Presentation</td>
<td>70 points</td>
<td>C 350 – 399</td>
</tr>
<tr>
<td>d. Team Project Paper</td>
<td>80 points</td>
<td>D 300 – 349</td>
</tr>
<tr>
<td>e. Homework (due 6/1/14 @9:00pm)</td>
<td>60 points</td>
<td>F 299 or Below</td>
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<tr>
<td>f. Midterm Exam</td>
<td>75 points</td>
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<td>g. Post-Test</td>
<td>25 points</td>
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<td>h. Final Exam</td>
<td>100 points</td>
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</tbody>
</table>

**Important Course and Assignment Dates:**

Please note that all assessment activities noted below are due on the dates noted. Further information and directions regarding the assignments denoted below are provided throughout this syllabus.

*****Specific weekend schedule is subject to change*****

**Class 1 (17 May – 18 May, 2014)**

**Weekend Class Schedule:**

Read chapters 1 - 6 prior to Saturday 5/17/14 from “Leadership for Health Professionals: Theories, Skills, and Applications (2nd ed.)”

Review Syllabus

Review PowerPoint Presentations on Chapter 1 – 6

Watch Documentary Film

**Class 2 (31 May – 1 Jun, 2014)**

**Weekend Class Schedule:**

Read Chapters 7, 8, 9, 10, 12 prior to Saturday 5/31/14 from “Leadership for Health Professionals: Theories, Skills, and Applications (2nd ed.)”

Review PowerPoint Presentations on Chapter 7, 8, 9, 10, 12

Complete Homework Assignment Leadership Thought Worksheet: due in Dropbox by Saturday 5/31/14 @ 9:00 pm

Work on Team Projects with team members
Midterm Exam – Covering the material from Chapters 1 – 8 “Leadership for Health Professionals: Theories, Skills, and Applications (2nd ed.)”

Open book midterm exam to be taken on D2L on Sunday Afternoon 6/1/14.

Class 3 (14 June – 15 June, 2014)
Weekend Class Schedule:
Read Chapters 13 – 16 prior to Saturday 6/14/14 from “Leadership for Health Professionals: Theories, Skills, and Applications (2nd ed.)”
Review PowerPoint Presentations on Chapter 13 - 16
Take ICE Survey Online – Saturday 6/14/14
Final Exam – Covering the material from Chapters 9 –16 “Leadership for Health Professionals: Theories, Skills, and Applications (2nd ed.)”

Open book final exam to be taken on D2L on Sunday Afternoon 6/15/14.
Team Project Case Study Presentations on Sunday Morning 6/15/14
Take Course Objective Post-Test 6/15/14

(The information below is standard on all Instructor syllabi)

Safety Instructions:
Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. If you are located on a military installation, and depending on the type emergency, a senior military member may take control of the situation and direct you on the action to take. Please follow their instructions and do as asked. Similarly, if you are at a community college, their security personnel may arrive and take control of a situation, please follow their instructions as well.

Academic Dishonesty Policy:
Students may be subject to disciplinary proceedings resulting in an academic penalty or disciplinary penalty for academic dishonesty. Academic dishonesty includes, but is not limited to, cheating on a test, plagiarism, or collusion Reference the Student Conduct Code, (e.g. plagiarism policy).

ADA Statement for Students Requiring Special Accommodations:
As per Section 504 of the Vocational Rehabilitation Act of 1973 and the American Disabilities Act (ADA) of 1990, if accommodations are needed, inform your instructor as soon as possible.