# Stevens Official Logo

# Mgt 616 VN: Healthcare Leadership and Management – Class Schedule & Syllabus

**Room: BC 219**

**Wednesdays, 4:30-7:30pm**

# Instructor

Donald N. Lombardi, Ph.D. Phone: (201) 216-5661

Email: [Donald.Lombardi@stevens.edu](mailto:Donald.Lombardi@stevens.edu) Office Hours: 3:30 pm on days of IP Classes

# Texts

***Required***

* Lombardi, D.N. (2002) *The Handbook for the New Healthcare Manager (2nd edition)*. New York: John Wiley & Sons. ISBN # - 0-7879-5560-4
* A significant biography or leadership/management book selected by the student and approved by the instructor by Week 3.

**Course Objectives:**

The course will provide instruction in:

* Essential management quantitative accountabilities, such as targeted selection of new staff and the conduct of performance evaluations
* Progressive leadership qualitative responsibilities, such as value-driven leadership, crisis and change management and conflict resolution
* Executive communication, situational analysis and leadership negotiation and presentational skills
* Professional development areas such as strategic planning, stress and time management and organizational human capital leadership initiatives

**Course Requirements and Overview**

This hybrid course consists of both an interactive/multi-media on-line sessions as well as traditional on-location classes. The course is designed to work in progression with the other three courses of the Graduate Certificate in Healthcare Management and Leadership by providing practical professional education in the essential aspects of healthcare management and leadership. Each session will be conducted within a calendar week and utilize text that has been validated through academic publication, and realistic strategies that are field proven.

By expanding the focus of management to include more depth of critical topics, such as moving from general conflict resolution to specific negotiation strategies, and from basic communication effectiveness to targeted interviewing approaches, the spectral foundation of management theorems are enhanced in the more detailed management consist of this course. Likewise, in the realm of leadership, this course expands and enhances the breadth of the fundamental leadership context, by moving from individual, short-term and small team project management to large group, long-term and significant organizational program leadership. The intensity of weekly topics is evident as the course builds on the student’s established foundations of basic motivation theory to practical strategies for more expansive leadership requisites such as organizational development and strategic planning.

**Grading Criteria**:

**Class Mastery,** demonstrated by a sound command of the course content and the potential ability to summon critical learning in significant work situations.

**Practical Application,** evidenced by the participant’s ability to relate course material to their current work environment and future leadership roles

**Learning Value,** shown by a development of the class material and participant discourse into a meaningful, comprehensive set of course work

**Depth/Breadth of Analysis,** as proven in both the spectrum of thought and subject command as well as the specific delineation of ideas and course application

**Presentational Quality,** as reflected in the participant’s written work and video presentations, to include conciseness, viability and action-orientation. This aspect also encompasses quality, relevant class participation and consistent attendance.

**Specific Outline of Class Sessions**

#### Key: IP – In-Person Session of 3 hours

#### (4:30pm to 7:30pm on designated Wednesdays)

**OL – On-Line Session of 2 hours**

**Part I Practicum: Optimizing Leadership Strategy**

**1/25/12 IP - Class 1.) Essential Environmental Dynamics of Healthcare Leadership and Management**

* Analyzing Prevailing Perceptions and Perspectives of the Healthcare Business Environment
* Delineation of the Five Major Impact Factors in Community Healthcare
* Strategic Analysis of the Healthcare Organizational Catalysts
* The Spheres of Influence Theory
* Reading: Lombardi, Chapter 1

**2/1/12 OL – Class 2.) Introduction of Executive and Management Strategic Models**

* Summary Discussion of The Performance Matrix
* Heightening the Stellar Performance of SuperStars/Organizational Drivers
* Encouraging the Commitment of Steady/Organizational Advocates
* Diminishing the Negative Impact of Non-Player/Organizational Agitators
* Reading: Lombardi, Chapter 2&3

**2/8/12 IP - Class 3.) Leadership & Management Action Criteria**

* Facilitator & Enlightener: Mentoring & Education Strategies
* Encourager: Motivation, Inspiration, and Work Interest
* Activator: Organizational Renewal and Redirection
* Case Applications: Huey Long’s Louisiana and LaGuardia’ New York
* Reading: Lombardi, Chapters 4 & 5

**2/15/12 OL - Class 4.) Team Building**

* Review of the PACT Factors
* Pragmatic Approaches for Building Pride, Empowering Accountability, Regenerating Commitment and Establishing Trust
* Point-Specific Strategies for Developing Interdependence
* Reading: Lombardi, Chapter 6

**2/22/12 IP - Class 5.) Resolving Change, Crisis and Conflict Dynamics**

* Employing a TimeLine System for Pro-Active Staff Communication
* Direct Approaches for Conflict Management and Team Reinforcement
* Incorporating Change, Crisis and Conflict Dynamics Efficaciously
* Text Application Exercise: Atlantic Park Medical Center

**2/29/12 OL - Class 6.) Strategic Analysis & Planning – Project Session!**

* Gathering The Right Data Within The Right Time Parameters
* Making The Process Continuous and Meaningful
* Executive Communication Strategies: Using SWOT
* Practical Application Exercise: Critique of Field Example Strategic Plans
* Reading: Lombardi, Chapter 7

**3/7/12 IP - Class 7.) Communication and Strategic Leadership Skills**

* Conducting a Comprehensive Need Research Analysis & Preparing Media
* Outlining and Construction Principles
* Segmenting and Sequencing Message Consist
* Discernment, Development, Delivery and Evaluation Technique
* Case Application – The Republic of the Marshall Islands

**3/14/12 OL - Class 8.) Cultural Communication and Healthcare Workplace Innovation and Progressive Creativity**

* Culture Beyond Demographics and Psychographics
* Maximizing the Innovative Strengths of Staff Members
* Using the “I-Formula” for Implementing New Innovations
* Practical Application Exercise: Carolina Student Health Center
* Reading: Lombardi, Chapters 9 & 10

**3/21/12 IP - Class 9.) Interviewing and Selection**

* Targeted Selection and Hiring Practices and Standards
* Avoiding the 40 Major Mistakes of Interview Conduct
* Assessing Candidate and Current Employee Characteristics
* Practical Application Exercise: Video Case Study-“Who Gets The Job?”
* Reading: Lombardi, Chapter 11

**3/28/12 OL - Class 10.) Enhancing Negotiation Skills and Strategies**

* Review of Negotiation Practical Theory and the Dyad Model
* Setting Ranges of Settlement Artfully
* Maximizing Beneficial “Long-Term” Outcomes
* Practical Application Exercise: Team Negotiating Simulation
* Reading: Lombardi, Chapter 13

**4/4/12 – Final Project Individual Consultations**

**4/18/12 – Final Presentations**

# Ethical Conduct

The following statement is printed in the Stevens Graduate Catalog and applies to all students taking Stevens courses, on and off campus.

“Cheating during in-class tests or take-home examinations or homework is, of course, illegal and immoral. A Graduate Academic Evaluation Board exists to investigate academic improprieties, conduct hearings, and determine any necessary actions. The term ‘academic impropriety’ is meant to include, but is not limited to, cheating on homework, during in-class or take home examinations and plagiarism.“

Consequences of academic impropriety are severe, ranging from receiving an “F” in a course, to a warning from the Dean of the Graduate School, which becomes a part of the permanent student record, to expulsion.

*Reference: The Graduate School Catalog, Academic Year 2002-2003: Stevens*

*Institute of Technology, pp. 27-28.*

Consistent with the above statements, all homework exercises, tests and exams that are designated as individual assignments must contain the following signed statement before they can be accepted for grading. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination. I further pledge that I have not copied any material from a book, article, the Internet or any other source except where I have expressly cited the source.

Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_