

Panuska College of Professional Studies  
Department of Health Administration and Human Resources  
Graduate MHA Program

**HAD 508 – LEADERSHIP IN HEALTH CARE ADMINISTRATION**

3 Credits

Daniel J. West, Jr., Ph.D., FACHE, FACMPE

Fall Semester, 2018

Wednesday 4:30 – 7:10 p.m. (Section 41)

Wednesday 7:20 – 10:00 p.m. (Section 42)

I. COURSE TITLE: **HAD 508 – Leadership in Health Care Organizations**

II. COURSE CREDITS: 3 credits

III. COURSE DESCRIPTION:

Micro and macro organizational behavior theories will provide the theoretical foundation for critical study of effective leadership within organizations. The processes of communication, problem solving, critical thinking, conflict management, change management and decision making will be explored at an individual, group, and organizational level. The imperative for leaders to understand and properly manage people will be emphasized. Various models of leadership will be reviewed including leadership competencies. Globalization, diversity leadership, governance and cultural diversity will be examined. Additionally, participants will reflect upon and evaluate their individual leadership abilities, competencies, personal values, interpersonal and communication skills.

IV. PREREQUISITES:

The prerequisite course for HAD 508 is HAD 504. HAD 508 is normally taken in the 2nd year of MHA study.

V. REQUIRED TEXTS:

ACHE Healthcare Executive Competencies Assessment Tool (2018).

Biggs, E. (2011). Healthcare Governance: A Guide for Effective Boards. Health Administration Press, Chicago.

Collins, J. (2005). Good to Great and the Social Sectors. Boulder, Colorado.

Dye, C.F. & Garman, A.N. (2015). Exceptional Leadership: 16 Critical Competencies for Healthcare Executives. (92<sup>nd</sup> Ed.). Health Administration Press, Chicago.

Futurescan: Healthcare Trends and Implications 2018-2023. Health Administration Press, Chicago.

Gibson, J.L., Ivancevich, J.M., Donnelly, J.H., Jr. & Konopaske, R. (2012). Organizations: Behavior, Structure, Processes (14th edition). Irwin McGraw-Hill, Boston, MA.

Robbins, S.P. (2009). Self-Assessment Library, (11th edition). Prentice-Hall, Inc. Upper Saddle River, New Jersey.

VI. OPTIONAL TEXTS:

Kouzes, J.M. & Posner, B.Z. (2012). The Leadership Challenge (5<sup>th</sup> Ed.). Wiley, San Francisco, CA.

Pointer, D.D. (2008). Navigating the Boardroom. Greenlake Press, Seattle, WA.

Publication Manual of the American Psychological Association (6<sup>th</sup> ed.). (2010). Washington, D.C.: American Psychological Association.

White, K.R. & Lindsey, S. (2015). Take Charge of Your Healthcare Management Career. Health Administration Press, Chicago, IL.

VII. METHODS:

Within class, course objectives will be achieved through a combination of lecture, large and small group discussions, experiential exercises, and case studies. Individual student reflection, critical thinking, and learning will be demonstrated through a variety of written assignments, as well as the quality/quantity of class participation/presentations. Interpersonal and communication skills training sessions are provided to assess and refine competencies. An essay examination will also be used to assess comprehension of course lectures and reading assignments. ACHE Healthcare Executive Competencies Assessment (2017) is used to develop a comprehensive professional paper along with the Self-Assessment Library (2009) by Prentice Hall.

In accordance with the Jesuit pedagogical goal of eloquentia perfecta, the University of Scranton aims to enable students to speak, write, and argue effectively in varied media, and so develop a skill that will enable them to serve the common good more fully as professionals and as citizens. Although eloquentia perfecta derives its goals from rhetorical traditions stressing excellence and logical clarity in communicating, it succeeds in achieving those goals in conjunction with the associated arts of reading, listening, observing, inquiring, analyzing, and thinking critically. Eloquentia perfecta manifests as students produce a variety of discourse, generating broader and deeper understandings, and so contribute to the greater good as engaged and compassionate members of the human community.

VIII. COURSE GOALS:

This course will be evaluated by the participant at the end of the semester using the IDEA Course Evaluation Survey Form (on line). Specific course objectives and competencies listed in Section IX are designed to address “Strategic Course Goals” for IDEA evaluation purposes. As a result of taking this course, the participant will:

- Gain factual knowledge;
- Learn fundamental principles, concepts, and theories;
- Apply course material to improve rational thinking, problem solving, and decision making;
- Develop specific skills, competencies, and points of view;
- Increase self understanding; and
- Develop skills in expressing oneself orally and in writing.

IX. MHA COMPETENCY MODEL & COURSE OBJECTIVES (alignment with competencies):

The MHA program utilizes the ACHE Healthcare Leadership Alliance (HLA) domains and competencies. The critical domains related to this course are: Communication and Relationship Management, Leadership, and Professionalism. 1 = Primary & 2 = secondary competencies.

Domain 1 – Communication & Relationship Management

1. Apply principles of communication and demonstrate specific applications. (1)
2. Provide and receive constructive feedback. (1)
3. Create and participate in team projects. (1)
4. Ability to facilitate a group; speak and write in a clear, logical, and grammatical manner; prepare presentations. (1)
5. Utilize negotiation skills. (2)

Domain 2 – Leadership

1. Understand leadership styles, techniques, theory and models. (1)
2. Explore opportunities for growth and development and prepare a plan of action. (1)
3. Anticipate the need for resources to carry out initiatives. (2)
4. Apply knowledge of governance to administration, medical staff and the board of directors. (2)
5. Ability to understand and use decision-making, problem-solving, conflict management and power relationships in an organization. (1)
6. The ability to understand a situation, issue or problem by breaking it into smaller pieces and analyzing the parts. (2)

Domain 3 – Professionalism

1. Understand the ACHE Code of Professional ethics, professional standards, norms and behaviors. (2)
2. Conduct self assessments and career planning. (1)
3. Demonstrate an understanding of social accountability and community stewardship. (2)
4. Assess leadership competencies. (1)
5. Identify and discuss organizational leadership issues, diversity and globalization. (2)

Domain 4 – Knowledge of the Healthcare Environment

1. Assess the interrelationships among access, cost, resource allocation, accountability, and community.
2. Assess individual competencies.

Domain 5 – Business Skills and Knowledge

1. Integrate information from various sources to make decisions and recommendations.
2. Demonstrate critical thinking, analysis and problem solving.

Alignment of domains and competencies with assignments,

|                               |                              |
|-------------------------------|------------------------------|
| Class Participation           | D1.1; D2.6; D2.3; D5.2       |
| Critical Analysis Report      | D3.5; D2.5; D2.6; D5.2       |
| Case Method Research          | D1.3; D1.4; D2.5; D4.1       |
| Professional Paper            | D2.2; D3.1; D3.2; D3.4; D4.2 |
| Communication Skills Training | D1.2; D1.3; D3.4; D5.1       |
| Final Examination             | D2.1; D2.3; D2.4             |
| Readings                      | D2.1; D2.5; D4.1; D5.1; D3.5 |

At the successful completion of this course, the participant will:

1. develop an understanding of the systems approach as applied to human and organizational behavior (D2.1; D2.4)
2. identify the role of personality and perception in affecting behavior in organizations (D2.1)
3. critically examine traditional and contemporary approaches to work motivation (D2.1)
4. analyze the role of groups in organizations and their impact upon performance (D1.1; D1.2)
5. evaluate the current state of knowledge regarding leadership and leader behavior (D3.1; D3.2)
6. examine the variables affecting individual and group decision making/problem solving (D2.5)
7. review the importance of communication in all aspects of the organization's functioning (D1.1)
8. evaluate different approaches to job and organizational design (D2.6)
9. analyze contemporary approaches to organizational change and managing people (D3.5; D5.2)
10. identify and discuss board governance and leadership as it relates to structure, responsibilities, quality, and strategic planning (D3.5; D2.4)
11. utilize force field analysis in various case study application exercises (D3.3; D2.2; D2.3)

12. reflect upon and assess one's leadership abilities and values (D3.2; D3.4; D1.5; D4.2)
13. express educated opinions, both orally and in writing, on current events and leadership issues (D1.3; D3.4)
14. apply new knowledge to address problems and issues confronting leaders (D3.5; D3.1; D3.3)
15. utilize the case method approach to analyze and understand organizational leadership issues (D1.3; D2.3)
16. demonstrate critical thinking and critical analysis (D2.5; D2.6; D5.2)
17. apply principles and concepts of diversity leadership and globalization (D3.5; D4.2)
18. exhibit good communication and interpersonal skills (D1.1; D1.2; D1.3; D1.4)

X. MAJOR COURSE ACTIVITIES:

- |                              |                                  |
|------------------------------|----------------------------------|
| A. Class Lecture             | I. Reserved Reading Assignments  |
| B. Class Discussion          | J. Supplemental Readings         |
| C. Class Participation       | K. Case Method and Analysis      |
| D. Class Attendance          | L. Research                      |
| E. Group Activity            | M. Examination                   |
| F. Critical Analysis Reports | N. Video Tapes and Slides        |
| G. Course Handouts           | O. Professional Paper            |
| H. Guest Speakers            | P. Communication Skills Training |

Class Lecture:

Class lectures will be used throughout the course. The professor will provide additional information, research findings and opinions of other specialists via class lecture and discussion. This material will supplement text reading assignments. Effective note taking is essential and important because lecture material will be incorporated into class discussion, exercises, class projects, and case study analysis.

Class Discussion and Participation:

This course is designed to maximize class interaction and utilize the resources and expertise of every participant. Participants are encouraged to ask questions, complete reading and course assignments, generate relevant discussions, and express their opinion on issues. Everyone in class will be asked to participate in class discussions on specific topics, as well as small group exercises (see Appendix A). Student presentations will be made with time for discussion during class.

Class Attendance:

Class attendance is extremely important because of the manner in which the course is designed. If participants cannot attend class because of circumstances beyond their control, this must be discussed with the professor. Lectures are designed to augment and supplement reading assignments. Students are expected to attend all scheduled meetings of courses in which they are enrolled. Every student is responsible for all material presented and announcements made during any class.

Group Activity:

Some class activities and projects require working together in small groups of 3-5 people. Appendix B provides guidelines to insure meaningful group participation.

Critical Analysis Reports:

Each participant is required to complete two (2) critical analysis reports from professional articles written in appropriate journals. Refer to Appendix C for further instructions. Articles must be taken from refereed journals and not from trade magazines. Subject to the approval by the professor, participants may elect to use chapters in a professional text. Readings should focus on organizational leadership.

Guest Speakers:

Outside professionals and international guests will offer lectures on a periodic basis. Such lectures provide a unique opportunity to experience a different point of view on select issues, and an opportunity to engage in discussions on unique topics and issues.

#### Reading Assignments/Handouts:

Participants are required to read the course texts, journal articles, and course handouts to be completed between class sessions. Each student must thoroughly read the assigned readings and be ready for active and informed discussion in class. Active discussion of readings will require students to have a strong command of issues in readings. Students should critique and review the readings so that effective synthesis and evaluation of issues can take place for each reading.

#### Supplemental Readings:

The professor will reference additional books and journal articles to supplement and support lecture content and class discussions. Students are encouraged to read additional materials on specific topics as needed to further expand learning experiences and acquire additional knowledge on a subject.

#### Case Method Research and Application:

The professor will utilize case studies for discussion in class. Each case will illustrate and discuss important organizational leadership issues. In developing the case for class discussion, the student shall draw upon class lecture, research materials and readings. The case method of study should facilitate critical thinking and critical analysis on the part of colleagues. Small groups will be used to analyze and discuss the case. Relevant discussion questions will be presented at the end of the case for use in class discussions. Teams of participants will also develop a case study for use in class (See Appendix D) and complete the Peer Evaluation Form (Appendix K).

#### Research:

Completion of assignments will require individualized research to support ideas and to document opinions advanced on organizational leadership.

#### Examinations:

Each participant will take a final examination to assess cognitive knowledge acquired via class lecture, class participation, reading assignments, handouts and guest speakers. This examination will be short answer and essay questions.

#### Video Tapes and Slides:

The professor will use slides and video tapes in class to augment readings and lectures when appropriate.

#### Self-Evaluation and Assessment:

Throughout the semester the professor will be utilizing class exercises, assignments and instruments to help the student understand and clarify their own values, beliefs and attitudes regarding leadership issues and problems. These exercises are designed to encourage self-assessment, self-exploration, introspection and reflection on the part of each participant. The exercises will help the student prepare for fieldwork.

#### Professional Paper

Each participant is required to complete a professional paper focusing on self-assessment of leadership skills and style, values, ethics, leadership competencies, educational plans, career plans, etc. In sum, the assignment requires each participant to develop a personalized strategic plan to be used over the next 3-5 years (See Appendix E). The document becomes a road map with measurable benchmarks to enable professional growth and development. It is a personal business plan providing direction with ways to monitor progress in accomplishing specific goals and objectives. This exercise helps students identify and understand leadership competencies that will be needed during fieldwork and in work settings. The exercise requires the student to use the ACHE Healthcare Executive Competencies Assessment Tool to prepare a leadership plan of action. This professional paper helps to prepare the student for fieldwork.

#### Communication Skills Training

Each participant will participate in 2 training sessions with graduate practicum students at the Counselor Training Center. Communication skills training will be video taped and instruction provided to develop and/or refine skills (See Appendix F).

Online Resources

This may be your first experience with online course resources. In order to help you with the research and technical aspects of the course, the Weinberg Memorial Library and Center for Teaching and Learning Excellence (CTLE) have created several resources (See Appendix J).

XI. COURSE EVALUATION AND ASSIGNMENTS:

The main purpose of the course evaluation, activities, readings, exercises, discussions and assignments will be to assess to what extent participants have achieved a better understanding, working knowledge, and comprehension of organizational leadership; an awareness of important issues, trends and research; an ability to communicate information effectively to colleagues, and an ability to work in interdisciplinary teams.

XII. GRADING CRITERIA:

|   | <u>Points</u> | <u>% of Grade</u> |
|---|---------------|-------------------|
| Class Participation                             | 25            | 7%                |
| Critical Analysis Reports (2 Reports x 35 pts.) | 70            | 20%               |
| Case Method Research and Application            | 60            | 17%               |
| Professional Paper                              | 100           | 28%               |
| Communication Skills Training                   | 30            | 9%                |
| Final Examination                               | <u>65</u>     | <u>19%</u>        |
| Total Points                                    | 350           | 100%              |

XIII. DETERMINATION OF COURSE GRADE:

| <u>Grade</u> | <u>GPA</u> | <u>Points</u> | <u>Definition</u>     | <u>% Cutoff</u> |
|--------------|------------|---------------|-----------------------|-----------------|
| A =          | 4.00       | 350-333       | Superior/Outstanding  | 95%             |
| A- =         | 3.67       | 332-322       | Excellent             | 92%             |
| B+ =         | 3.33       | 331-311       | Very Good             | 89%             |
| B =          | 3.00       | 310-301       | Good                  | 86%             |
| B- =         | 2.67       | 300-290       | Fair                  | 83%             |
| C+ =         | 2.33       | 289-280       | Passing Grade         | 80%             |
| C =          | 2.00       | 279-259       | Minimal Passing Grade | 74%             |
| F =          | 0.00       | 0-258         | Failure               | <74%            |

XIV. STUDENT RESPONSIBILITIES:

Students are responsible for:

- \* acting ethically and professionally, interacting appropriately in class.
- \* participating in class discussions, asking questions as needed.
- \* completing reading assignments prior to scheduled classes.
- \* attending (on time) and actively contributing to all classes.
- \* completing all course assignments and activities as scheduled.
- \* dressing appropriately for class and study tours.
- \* talking with the professor regarding questions or concerns about assignments, grades, class activities, or other aspects of the course.
- \* reading and following the university plagiarism policy.
- \* adhering to the "Academic Code of Honesty" standards.
- \* adhering to ACHE Code of Ethics.
- \* discussing problems in the course promptly with the professor.
- \* using APA Publication Manual and style in all written work.
- \* preparing all written work on computer using appropriate word processing.
- \* knowing how to access and use university resources.
- \* knowing how to use the library for research purposes.
- \* participating in "Fit-for-the-Profession".

XV. CLASS POLICIES:

1. Class members are expected to attend classes and are responsible for all course material covered on the day(s) missed. Class members should obtain the missed course information from another student.
2. Ordinarily, no extension on assignments will be given. Notice to instructor of late submissions is required. Failure to notify the instructor of a problem concerning an assignment when it is due will result in a 10% reduction in grade for each day the assignment is late. After 9 days, the grade for the assignment will be a zero.
3. Ordinarily, no extra credit assignments will be given.
4. Ordinarily, incomplete grades are not given.
5. All written assignments will be evaluated on professional aspects of writing such as grammar, spelling, context, neatness, organization, and overall readability.
6. All written assignments must utilize the APA editorial style. All references must be appropriately cited and plagiarism in any form will result in course failure. Class members are required to read and adhere to the University Code of Honesty.
7. Verbal presentations in class require preparation and practice. Reading of presentations is not acceptable.

XVI. INSTRUCTIONAL ASSISTANCE:

The professor will be available to answer questions and help participants before, during and after class. Individual appointments are available upon request. Participants are encouraged to talk with the professor if there are unique problems or questions requiring further discussion or clarification. The professor can be reached by telephone at work (941-4126) or during regular office hours.

Participants who wish to explore other possible ways of achieving a desired grade in this course are invited to arrange for an appointment with the professor to further discuss this possibility.

If a participant would like to adopt course assignments to their work setting, such arrangements require an appointment with the professor to finalize topics and modifications to the course requirements. Any modifications must maintain academic rigor.

WRITING CENTER SERVICES

The Writing Center focuses on helping students become better writers. Consultants will work one-on-one with students to discuss students' work and provide feedback at any stage of the writing process. Scheduling appointments early in the writing progress is encouraged.

To meet with a writing consultant, stop by during the Writing Center's [regular hours of operation](#), call (570) 941-6147 to schedule an appointment, or complete the [Writing Assistance Request Form](#) online ([writing-center@scranton.edu](mailto:writing-center@scranton.edu)).

XVII. REASONABLE ACCOMMODATION:

In order to receive appropriate accommodations, students with disabilities must register with the Center for Teaching and Learning Excellence and provide relevant and current medical documentation. Students should contact Mary Ellen Pichiarello (Extension 4039), 5th floor, St. Thomas Hall, for an appointment. For more information, see <http://www.scranton.edu/disabilities>.

XVIII. Non-Discrimination and Sexual Misconduct Reporting

The University of Scranton is committed to providing a safe and non-discriminatory employment and educational environment. Sexual harassment, including sexual violence, is a form of sex discrimination prohibited by Title IX of the Education Amendments of 1972. The University does not discriminate on the basis of sex in its educational, extracurricular, athletic, or other programs or in the context of employment.

Students who believe they have been harassed, discriminated against, or involved in sexual misconduct including sexual assault, sexual exploitation, domestic or dating violence or stalking should contact Ms. Nancy Dolan, Title IX Coordinator, at (570) [941-6213](tel:941-6213) / [nancy.dolan@scranton.edu](mailto:nancy.dolan@scranton.edu) or Ms. Lauren

Rivera, AVP for Student Formation & Campus Life and Dean of Students, at (570)941-7680 / [lauren.rivera@scranton.edu](mailto:lauren.rivera@scranton.edu). More information and resources may be found at [www.scranton.edu/CARE](http://www.scranton.edu/CARE).

XIX. OFFICE HOURS:

Tuesday: 3:30-6:30 PM; Thursday 3:30-6:30 PM; Other Hours by Appointment Only

Participants are strongly encouraged to meet with the professor if they have concerns and not waiting until there is a major problem in the course. It is most advisable to set up a specific time to meet with the professor during regular office hours.

XX. COMMUNICATION MEDIA:

FAX: 570) 941-5882  
Telephone: (570) 941-4126 (voice mail)  
Email: [daniel.west@scranton.edu](mailto:daniel.west@scranton.edu)  
Department: (570) 941-4350  
Secretaries: JoanneReichle (7:00-3:00) 941-4350  
Michele Heenan (3:00-8:00) 941-4350

Graduate

Assistants: Arjita Bhargava  
Michaela Dolde  
Priya Patel  
Liz Steele

Office Address: Daniel J. West, Jr., Ph.D., FACHE, FACMPE  
Professor and Chairman  
Department of Health Administration and Human Resources  
University of Scranton  
McGurrin Hall, Room 417  
Scranton, PA 18510-4597

XXI. CLASSROOM LOCATION AND TIME:

Wednesday: 4:30-7:10 PM; Room 402, McGurrin Hall  
Wednesday: 7:20–10:00 PM; Room 402, McGurrin Hall

XXII. COURSE SCHEDULE AND COURSE OUTLINE:

Separate Course Handout for each class

XXIII. APPENDICES:

Appendix A Guidelines For Class Participation  
Appendix B Guidelines For Participation in Group Activity  
Appendix C Guidelines For Preparation of Critical Analysis Report  
Appendix D Guidelines For Case Method Research and Application  
Appendix E Guidelines For Professional Paper  
Appendix F Guidelines For Communication and Interpersonal Skills Training  
Appendix G Reserved Reading List  
Appendix H Websites  
Appendix I Journals  
Appendix J Online Resources  
Appendix K Peer Evaluation Form



**ORGANIZATIONAL LEADERSHIP**  
**COURSE OUTLINE AND LECTURE SCHEDULE**

Wednesday:4:30-7:10 PM  
Wednesday: 7:20–10:00 PM

McGurrin Hall  
Room 402

| WEEK | DATE     | CONTENT AREAS   | READINGS  |
|------|----------|---|---|
| 1    | Aug. 29  | Welcome and Introductions<br>Overview of Course<br>Syllabus and Outline<br>Course Requirements and Assignments<br>Scientific Approach, Research Methods<br>Case Method Approach<br>Communication Skills Training<br>FSRP Options<br>Introductions | Syllabus & Outline<br>All Attachments<br>Appendix A<br>(p.521 – 533)<br>Ch.1 - G<br>Ch. 1 & 2 - D<br>Ch. Introduction - F |
| 2    | Sept. 5  | The Study of Organizations<br>Managing Effective Organizations<br>Organizational Culture  | Ch. 2 & 3 - G<br>Ch. 3 - D<br>Ch. 1 & 2 - F   |
| 3    | Sept. 12 | Managing Globally<br>Individual Behavior and Differences<br><b><u>Critical Analysis Report #1 Due</u></b>   | Ch. 4 - G<br>Ch. 4 & 5 - D<br>Ch. 3 & 4 - F   |
| 4    | Sept. 19 | Motivation: Background and Theories   | Ch. 5 - G<br>Ch. 6 & 7 - D<br>Ch. 5 & 6 - F   |
| 5    | Sept. 26 | Motivation: Organizational Applications<br>Workplace Stress: Issues and Management<br><b><u>Critical Analysis Report #2 Due</u></b>   | Ch. 6 & 7 - G<br>Ch. 8 & 9 - D<br>Ch. 7 & 8 - F   |
| 6    | Oct. 3   | Group and Team Behavior   | Ch. 1 - B<br>Ch. 8 - G<br>Ch 10 & 11 - D  |
| 7    | Oct. 10  | Conflict Management and Negotiation<br>Change Management  | Ch. 9 - G<br>Ch. 11 & 12 - D  |
| 8    | Oct. 17  | Power & Politics<br>Guest Lecture: Healthcare Executive<br><b><u>Case Method Research and Application (Team #1)</u></b><br><b><u>Case Method Research and Application (Team #2)</u></b>   | Ch. 10 - G<br>Ch. 13 & 14 – D<br>Ch.2 - B   |
| 9    | Oct. 24  | Leadership: Fundamentals  | Ch. 11 - G<br>Ch. 15 & 16 – D<br>(p. 1 – 9) - C<br>Ch. 3  |
| 10   | Oct. 31  | Leadership: Emerging Perspectives<br>Guest Lecture: Physician Executive<br><b><u>Case Method Research &amp; Application (Team #3)</u></b><br><b><u>Case Method Research &amp; Application (Team #4)</u></b>                                       | Ch. 4 - B<br>Ch. 12 – G<br>Ch. 17 & 18 - D<br>(p. 9 – 13) - C   |

| WEEK | DATE    | CONTENT AREAS  | READINGS   |
|------|---------|--|--|
| 11   | Nov. 7  | Work Design & Organizational Structure   | Ch. 13 & 14 - G<br>Ch. 19 & 20 - D<br>(p. 13 – 17) - C |
| 12   | Nov. 14 | Governance & Board Leadership<br>Guest Lecture: Board Chairperson  | Ch. 5 - B<br>Ch. 21 & 22 - D<br>(p. 17 – 23) - C       |
| 13   | Nov. 21 | <b>THANKSGIVING HOLIDAY – NO CLASS</b>   |  |
| 14   | Nov. 28 | Managing Communication<br>Decision Making<br><b><u>Professional Paper Due (Self-Assessment)</u></b>  | Ch. 15, 16 - G<br>Ch. 6 - B<br>(p. 23 – 28) - C        |
| 15   | Dec. 5  | Managing Organizational Change & Learning<br><b><u>Communication Skills Training Due</u></b><br><b><u>Reflection Paper Due</u></b><br><b><u>IDEA Course Evaluation (on-line)</u></b><br><b><u>Peer Evaluation Form</u></b> | Ch. 17 - G<br>(p.28 – 35) - C<br>Ch. 7 & 8 - B         |
| 16   | Dec. 12 | <b>FINAL EXAM</b>  |  |

|   |   |  |
|---|---|--|
| G | = | Gibson, et. al. (2012). <u>Organizations: Behavior, Structure &amp; Processes</u> , McGraw-Hill Irwin. |
| D | = | Dye & Garman. (2015). <u>Exceptional Leadership</u> , Health Administration Press.                     |
| F | = | Futurescan (2018-2023) Health Administration Press.  |
| B | = | Biggs 92011) <u>Healthcare Governance</u>  |
| C | = | Collins, J. (2005). <u>Good to Great and the Social Sectors</u> .                                      |

**NOTE:** For each class the professor will provide a class handout with detailed information:

1. Objectives
2. Content
3. Activities
4. Reserved Readings
5. Assignments
6. Required Readings