

PLEASE READ CAREFULLY

THE UNIVERSITY OF TEXAS SCHOOL OF ALLIED HEALTH SCIENCES AT GALVESTON
SYLLABUS: RESC 4147 – 043 INTRODUCTION TO MANAGEMENT SKILLS IN HEALTHCARE
FALL, 2009

COURSE RESC 4147 - INTRODUCTION TO MANAGEMENT SKILLS IN HEALTH CARE

CREDITS 1

INTRODUCTION

Thank you for your interest in the Introduction to Management Skills in Health Care course. This is a self-paced, self-directed exercise. The student is responsible for managing his/her learning and completing the required quizzes. The role of the instructor is to accommodate your learning style and facilitate your learning.

ORIENTATION

The orientation is practically transparent: it consists of the student reading the syllabus and emailing or calling the instructor if he/she has any questions.

DESCRIPTION:

RESC 4147 INTRODUCTION TO MANAGEMENT SKILLS IN HEALTH CARE

1 credit

The student will be given the opportunity to: 1) identify the major concepts in health care management; 2) identify the more significant external influences in health care management; and 3) identify the major concepts in personnel, fiscal, and resource management. (15 lecture hours per enrollment period)

GENERAL OBJECTIVES :

The student will be given an opportunity, through assigned readings, case studies, writing assignments, internet searches, and discussions, to demonstrate the following:

1. Identify major concepts in health care management
2. Identify the more significant external influences in health care management
3. Identify major concepts in personnel, fiscal and resource management

SPECIFIC OBJECTIVES:

Specific competencies appear in the required text.

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INSTRUCTOR: Henry J. Cavazos, J.D., Associate Professor and Associate Dean for Academic Affairs
Rm. 4.222 SAHS/SON Bldg. Office Hours: Thursdays 8:00-10:30 or by appointment
E-mail: hcavazos@utmb.edu. This is the preferred means of communication.
Off: 772-3004 Fax: 772-1550

REQUIRED TEXT:

Daft, Richard L., Marcic, Dorothy. Understanding Management, 5th. ed. Thomson South-Western. ISBN 0-324-40571-5. Please note: The instructor will distribute a revised list of assignments to reflect changes in the 6th edition.

CONFERENCE TIME: Arranged

LOCATION: Arranged

READING ASSIGNMENTS:

The required reading for the course will be from the chapters in the book. Students will identify additional resources using the internet, as directed.

EVALUATION METHODS:

Case Studies 1 – 3 (15% each)	45%
Case Study 4	30%
Internet searches	25%
TOTAL	100%

FINAL GRADES:

90 – 100	= A
80 – 89	= B
70 – 79	= C
60 – 69	= D
< 60	= F

STUDENT RESPONSIBILITY:

Students will assume responsibility for self directed learning.

ACADEMIC PROGRESS:

Information regarding the Student's academic progress in this course will be shared with their Academic Advisor and/or Department Chair. Student's making unsatisfactory progress may be referred to the Office of Student Affairs for assistance.

UNIVERSITY STATEMENT ON EQUALITY, TOLERANCE AND AFFIRMATIVE ACTION:

Please indicate by the end of the 2nd week of the course if you will need accommodations under the Americans with Disabilities Act (Public Law 101-336). If the need for ADA accommodations should arise during the semester you will need to make your request known to the ADA Coordinator in the Office of Student Affairs.

ACADEMIC INTEGRITY:

Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, and any act designed to give unfair advantage to a student or the attempt to commit such an act. Procedures to be followed in the event of alleged academic dishonesty are described the Rules and Regulations of the Board of Regents of The University of Texas System, and the SAHS Student Handbook found at <http://www.sahs.edu>. Alleged academic dishonesty issues should be reported to the Associate Dean for Student Affairs.

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COURSE EVALUATIONS:

Students will be given the opportunity to evaluate the performance of the instructor and course near the end of the course/semester. When submitting course evaluations students must follow the guidelines provided by the course instructor or department.

SCHEDULE: The following is a recommended schedule, designed for the 5th edition; 6th edition to follow.

Week	Activity
1	Welcome! Let's begin with the end in mind. Please take a moment to read your instructions for Case Study 4: Controlling. It is the last page of this syllabus.
	Part I: Managers in Learning Organizations
2	Chapter 1 – The Changing Paradigm of Management and Foundations of Learning Organizations
	Part II: The Environment of Management
3	Chapter 2 – The Environment and Corporate Culture
	Part III: Planning
4	Chapter 5 – Organizational Goal Setting and Planning
5	Chapter 6 – Managerial Decision Making and Information
6.	Case Study 1, on Planning
	Part IV: Organizing
7	Chapter 7 – Structure and Fundamentals of Organizing
8	Chapter 8 – Innovation and Change
9	Chapter 9 – Human Resources Management and Diversity Case Study 2, on Organizing
	Part V: Leadership
10	Chapter 10 – Foundations of Behavior in Organizations
11	Chapter 11 – Leadership in Organizations Chapter 12 – Motivation in Organizations
12	Chapter 13 – Communicating in Organizations Chapter 14 – Teamwork in Organizations
13	Case Study 3, in Leading
	Part VI: Controlling
14	Chapter 15 – Productivity through Management and Quality Control Systems

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15 Case Study 4, in Controlling

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Case Study 1: Planning

For the most part, *you* are the subject of the first case study. Please complete the following:

1. Complete the "Management Aptitude Questionnaire" on pp. 38-39 of your text. Prepare and submit a brief statement on your areas of strength and weakness, and what might do to either improve or maintain your abilities.
2. Select one of the activities in "Surf the Net" on p. 41 and submit a brief description of what you found.
3. Complete the "Working in an Adaptive Culture?" on p. 76 of your text. Based on your assessment, should your "corporation" change its openness or leave it as it is? Justify your conclusion(s).
4. Refer to "Monitor the Environment" in "Surf the Net" on p. 78. Access the two web sites listed. How might you use these in your profession?
5. Chapter 5 deals with goal setting and planning. Identify one or two of your goals (examples of categories are major / minor; immediate / long term; professional / personal), and apply goal setting theory to it / them. Be specific: how can goal setting theory help you attain your desired outcomes? Prepare and submit a brief (1-3 paragraph) summary.
6. Refer to the Goal Setting exercise in "Surf the Net" on p. 198. Write and report a personal goal statement.
7. On p. 246 under "Manager's Workbook," Complete the "What's Your Personal Decision Style" exercise. Which decision-making style did you use? Prepare and submit a brief statement of the pros and cons that are important to you in selecting the decision making styles and models.
8. Refer to the exercises in "Surf the Net" on p. 248. Select one and report your findings.

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Case Study 2: Organizing

Please complete the following:

1. Complete the “Organic versus Mechanistic Organization Structure” on p. 284 by selecting one of the following options.

Option A: You may “interview” yourself, based on where you have worked or are now working. To document this exercise, briefly answer the last question in the exercise, namely: “How might you redesign the structure to make the work organization more effective?”

Option B: You may interview a fellow student, or co-worker, preferably not from your department, but that may not be convenient. Try to pick someone who has worked, or is working, somewhere different from you. In this option, write up the last question as if you were a consultant whose job was to make recommendations to your interviewee’s place of employment.

2. Complete the Innovation Climate exercise on p. 316, including the three questions at the end. Submit a brief summary of what you learned.

3. Refer to the exercises in “Surf the Net” on p. 318. Complete one of your choice.

4. Chapter 9 - Human Resource Management. A useful lesson from Chapter 9 is to develop an appreciation for (1) the types of skills, knowledge, and behaviors employers seek in new employees, and (2) the evidence that demonstrates you have them. One of your personal goals for this course could be to create and maintain a personal database that provides the evidence that proves you have the skills, knowledge and behaviors that qualify you for the job you want. This database is known as a portfolio. Let’s say you want to place such evidence on yourself in hanging folders. What headings would you put on the tabs for the folders? Submit a brief report.

5. Complete the “How Tolerant Are You” exercise on p. 363. Being honest and open with yourself, what evidence can you provide to qualify your self-assessment? What current and future factors could induce you to improve your tolerance? Do you feel justified in maintaining your level of tolerance? (This exercise is for your own benefit, and does not require a written response to the instructor, although it would be welcome.)

6. Complete on p. 365, #3 – Compensation.

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Case Study 3: Leading

Please complete the following:

1. Complete the "Personality Assessment" on p. 401.

Do you agree with the results?

What do the following tell you about yourself: (do they describe you very well, well, somewhat, poorly, very poorly)

The Big Five Personality Factors, p. 384
Measuring Locus of Control, Exhibit 10.6, p. 389
The Stress Test, Exhibit 10.10, p. 399

2. Complete Exercises 1 and 2 in Surf the Net on p. 408. Submit your findings.
3. Complete the "T-P Leadership Questionnaire: An Assessment of Style" on pp. 439-440. Determine where your style is found on the Blake and Mouton grid in Exhibit 11.3 (p. 417) and the Fiedler grid in Exhibit 11.4 (p. 420). What ideas do you have to improve your "score?"
4. Complete the exercise in "Surf the Net" on p. 442. Write a brief summary.
5. Complete the "What Motivates You?" exercise on p. 479. Report your scores so I may compile them.
6. Do you know your motivational style? Find out by completing the "Acquired needs theory" exercise in "Surf the Net" on p. 481. Let me know if you disagreed with the results, and why.
7. Complete the "Personal Assessment of Communication Apprehension" on pp. 496-497-509. What are your strengths / weaknesses? What ideas do you have to improve your score?
8. Select and complete one of the following exercises: 1, 2, or 3, in "Surf the Net" on p. 519. Which did you select, and why? Did you find it useful? Why or why not?
9. Complete the "Team Self-Assessment?" exercise on p. 555. Reflect on any team you currently are a part of or have been in the past. What are / were the strengths and weaknesses of that team?
10. Select either exercise in "Surf the Net" on p. 557, and report your findings.

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Case Study 4: Controlling

As Exhibit 1.1 (p. 8) illustrates, management is all about planning, organizing, leading, and controlling. I have attempted to review these processes with you from the perspective of a new employee who is anxious to perform very well in order to be recognized and respected, fairly compensated, and promoted.

For your final case study, identify the one or two, and if applicable, three major lessons (or principles, techniques, definitions) that you have learned for each of the four stages of management, and how you will use this knowledge to shape your behavior, *in response to how you are being managed*, in order to achieve your personal and professional goals and rewards. May I suggest that you do this using a grid with the four stages of management along the left side, and the space to the right of each for your responses.

For example:

	MAJOR LESSON(S)	MY PROFESSIONAL BEHAVIOR
PLANNING		
ORGANIZING		
LEADING		
CONTROLLING		

You may opt for a different format of your choosing.

Please do not hesitate to call or e-mail me if I may be of assistance! – Henry Cavazos