



NYU

**ROBERT F. WAGNER GRADUATE
SCHOOL OF PUBLIC SERVICE**

HPAM-GP 1833.001. Strategic Management for Healthcare Organizations

Spring 2025

Instructor Information

Professor Carla Jackie Sampson, Ph.D., MBA, FACHE

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Office Hours by appointment; find a mutually convenient time by visiting the Calendly link on Brightspace

Students are encouraged during the first five weeks of the class to discuss their career plans

Course Information

Class Meeting Times: Wednesdays, 4:55–6:35 pm

Class Location: 105 E 17th Street Room 115

Course Prerequisites

- CORE-GP 1020 Managing Public Service Organizations
- HPAM-GP 1830 Introduction to Health Policy and Management

Course Description

This course has two overall goals. The first is to develop students' skills in strategic thinking and strategic management. This part of the course focuses on questions of mission and vision ("What areas or activities should we be working in?") and on questions of strategy and operations ("How can we perform effectively in this area?"). We will focus mainly on strategy formation ("What should our strategy be?") and on the content of strategies, examining their strengths and weaknesses from a variety of perspectives.

The second goal is to prepare students to effectively design health care organizations to optimize their performance. Managers must ensure that their organizations are well-designed to deliver the results that their strategies promise. This entails developing knowledge and skills to analyze key issues in organizational structure, power and politics, culture, and, most importantly, to lead organizational change. The course relies heavily on case studies, working in small teams, and active learning.

Course Objectives

The three primary objectives of the course are to (I) introduce and apply analytic frameworks used to form organizational strategies; (II) integrate managerial and leadership skills acquired in other courses and through personal experience; and (III) introduce and apply models to promote students' ability to design organizations for optimal performance and to implement strategies.

Thus, students who successfully complete this course will be able to:

1. Apply analytic frameworks used to assess complex community, sector, and organizational situations from a general management point of view, using a comprehensive strategic framework.
2. Develop and/or identify alternative strategies for pursuing organizational mission and vision and for working with diverse communities of stakeholders to achieve shared goals.
3. Assess the implications of strategic options, including the potential for achieving advantages and

for effective implementation as well as for satisfying the values and needs of a variety of stakeholders (community, clients, etc.)

4. Collaborate with colleagues in bringing multiple perspectives and diverse skills together to produce innovative solutions to complex situations.
5. Develop implementation plans for executing strategies within an organization's culture and work processes.
6. Communicate strategic decisions from a managerial and leadership perspective.
7. Create strategic options for healthcare organizations to achieve their goals, in a variety of economic and population health circumstances, within realistic business plans and budgetary constraints.
8. Build a repertoire of strategies and tactics to increase effectiveness in leading organizational change initiatives and implementing new strategies.

Competencies Addressed in the Course

I will use the assignments, participation in class via the case study discussions in this course to assess progress against the competencies listed below. No student will receive a B or higher without demonstrating satisfactory progress toward mastery of each competency. The level of competency expected to be achieved is denoted in brackets according to the following key:

1	Novice	<ul style="list-style-type: none"> - learns the basics of a subject, along with fundamental concepts and specific rules of action - unable to exercise discretionary judgment and have rigid adherence to taught rules or plans
2	Advanced Beginner	<ul style="list-style-type: none"> - connects relevant contexts to the rules and facts - recognizes previously undefined facts and increased knowledge of relevant concepts, vocabulary, and principles - discusses terminology, concepts, and principles related to this competency - no sense of practical priority
3	Competence	<ul style="list-style-type: none"> - connects relevant contexts to the rules and facts - recognizes previously undefined facts and increases knowledge of relevant concepts, vocabulary, and principles - completes assignments independently using this competency as guided. - may have no sense of practical priority"
4	Proficient	<ul style="list-style-type: none"> - has experience making situational discriminations that enables the recognition of problems and the best approaches for solving the problems. - intuitive reactions replace reasoned responses - applies theory and knowledge to complete assignment with broad awareness organizational/professional implications - implements decisions based on intuitive understanding because of experience
5	Expert	<ul style="list-style-type: none"> - can see what needs to be achieved and how to achieve it - tailors approach and method to each situation - creates new feasible applications for the underlying theory and knowledge with nuanced understanding of the organizational/professional implications

Learning Assessment Table

Program Competency	Corresponding Course Learning Objective	Corresponding Assignment	Level of Competency Expected to Achieve via the Assignment
The ability to manage teams, projects and people; to work in change-oriented healthcare organizations; and mentor a diverse and changing workforce	4,5,6,8	Memo, Case Study Discussion, Team Projects	4
The ability to understand and apply legal and ethical principles to managerial and leadership decisions affecting healthcare organizations	1,7	Memo, Case Study Discussion, Class Participation	3
The ability to align human resource capacity and practices and processes with strategic organizational goals	3,5	Memo, Case Study Discussion, Final Project	3
The ability to hold people accountable to standards of performance and assure organizational, professional and ethical compliance	1,5	Memo, Case Study Discussion, Class Participation	4
The ability to measure, monitor and improve safety, quality, access and system care delivery processes in healthcare organizations	5,8	Memo, Case Study Discussion, Class Participation	3
The ability to assess population and community health needs from a public service perspective	1	Memo, Case Study Discussion, Team Project 1	3
The ability to draw implications and conclusions to develop an evolving vision that leads to organizational viability	2,6,7	Memo, Case Study Discussion, Class Participation Current Topic presentation Team Project 1	3
The ability to use information systems and evidence-based management principles for problem-solving, strategic planning and decision-making, and measuring change	6,8	Memo, Case Study Discussion, Class Participation	4
The ability to synthesize evidence, and apply statistical, financial, economic, and cost effectiveness methods in organizational analysis	1,3,7	Memo, Case Study Discussion, Final Project	3
The ability to communicate and interact productively in a diverse and changing industry, workforce, and citizenry	4,6	Memo, Case Study Discussion, Class Participation	4

Program Competency	Corresponding Course Learning Objective	Corresponding Assignment	Level of Competency Expected to Achieve via the Assignment
The ability to present convincingly to individuals and groups the evidence to support a point of view, position, or recommendation	4,6	Current Topic Team Project Final Project	4
The ability to engage in continuous learning; to reflect on and assess one's strengths and developmental needs; to seek feedback from others; and establish and sustain a professional development network	8	Memo, Class Participation	3

Course Philosophy

My teaching philosophy centers on the collective knowledge and diversity of thought and experience within the classroom. Our main aim is to share this collective in the learning experience and build on the knowledge base that you have already accumulated. We must first accept that there is no single right answer in social science. Then, we will develop the psychological safety to participate fully in various ways. Know that we will arrive at different conclusions based on the information available to us, the decision frameworks that we have already developed, and our lived experience and worldview and preferred learning style. I insist that you be open to learning from your classmates, and this learning works best when we work collaboratively in teams, as you would in this profession. Therefore, in this course, we will work in teams synchronously and asynchronously to deepen our understanding of the selected material. You must be an active participant to maximize the benefit. We establish this learning community by getting to know each other in the first class and throughout the term.

Materials

Students must be prepared for class discussions and participate fully without exception.

You must think critically about the assigned material and make connections to what you already know. You will be encouraged to share your experiences relevant to the topics and cases we will explore.

The series of case studies and other required materials will be available on the Brightspace site for the course. Note that there are several readings for each week, and these will be marked as required (read, watch, or listen) or skim (check this out) material.

We will also read and reference several chapters from:

Strategic Management of Health Care Organizations, Eighth Edition (2018) by Ginter, Duncan, and Swayne; these chapters are available from the online NYU Library (e-books).

Course Requirements

There are five basic requirements for the course to optimize your preparation for the profession:

Assignment	Group/Individual	% Grade
321 Reflections	Individual	5%
Class participation	Individual	10%
Current topic presentation	Individual	5%

Assignment	Group/Individual	% Grade
Case Analyses x 2	Individual	30%
Project 1&2 Reflections	Individual	10%
subtotal		60%
Project 1	Group	20%
Project 2*	Group	20%

Class Participation (10%):

Active participation is critical in this course. Productive discussion depends on students critically reading and analyzing the materials beforehand and coming to class ready to present a diagnosis of the problems presented and possible solutions. Students are expected to attend all classes, have thoroughly prepared the assigned cases and readings, participate fully in small group and class discussions, and act as group spokesperson for case presentations.

Students are expected to attend and participate by interacting with the instructor and classmates. The following point values will be earned based on consideration of the criteria below.

0 points	25 points	50 points	62 points	75 points	100 points
Student does not attend classes	Student attends fewer than eight classes and when present does not interact with the instructor and classmates.	Student attends at least 10 classes but either does not interact with instructor and classmates or contributions merely paraphrases an idea already voiced by a classmate.	Student attends at least 10 classes and demonstrates minimal interaction with the instructor and classmates by participating on occasion.	Student attends at least 10 classes and demonstrates moderate interaction with the instructor and classmates by participating frequently.	Student attends at least 12 sessions and demonstrates high-quality interaction by frequently participating with valuable, relevant contributions, and creates opportunities for other classmates.

Assignments

3-2-1 Exercises (5%)

At the end of each class, you will submit **short** answers on Brightspace for each of the following questions:

- What are **three** things you are taking away from class today?
- What are **two** things you found interesting?
- What is **one** thing/concept you are still struggling with or what is **one** question that you still have?

The 3-2-1 exercises are graded on a submitted/not submitted basis and are due after each class **by Thursday noon.**

Current Topic Panel Presentation (5%)

One feature of strategic healthcare management today is keeping pace with constant change. As such, healthcare is always in the news. On selected weeks as listed in the course session calendar, each student group will sign up to present a newspaper/on-line article that addresses a management issue that is

affecting healthcare delivery in the US, corresponding to the topic of that week's class. The sign-up schedule will be posted on Brightspace under course information.

At the start of the class meeting, each **panel** will lead the class and illustrate that week's topic with a selection of at least five (5) different but related news articles.

In the panel presentation, each student in the panel will give a two- minute summary of each article selected for the panel. Please do not read the article to your classmates. No slide deck is required, however panels can elect to share the selected questions with the class (see below).

At the end of your presentation, the panel should collaborate to develop two open-ended discussion questions related to class readings and your articles to facilitate class discussion. Your questions cannot have a simple yes/no answer; if it does, you will lose 50 % of the grade for the assignment.

To help you develop a good question, Google "Blooms Taxonomy Verbs". Do not use verbs from the Knowledge or Understanding domains.

Each member of the panel must be prepared to lead the class discussion on your topic, asking follow up questions as appropriate.

The panel presentation including discussion should be planned to not exceed 15 minutes.

- A. The article selected should be objective news reporting, not an editorial or an subjective analysis (i.e., no opinion pieces or blogs)
- B. The article must have been published within the last six **months**.
- C. **Submit on Brightspace by 7 am on the selected Wednesday presentation** each student on the panel will submit a one-page written summary of their article with citation including a link to the original article. Students will also submit their own answers to the two discussion questions.

Students will receive no more than 50% credit is points A and B are ignored, and zero credit if there is no (or late) submission to Brightspace.

Fair Warning: This is not a last-minute assignment. Teams need to collaborate and coordinate to do this well (likely with alums present) and meet all the requirements including the submission deadline.

Assignment 2: Individual Case Analysis Memo (30%)

Each student will work on their own complete **two** written case memos that analyses a case and provides recommendations for dealing with issues presented in the case. The individual case analysis that provides an opportunity to develop your skills in assessing an organizational situation and providing support for a particular course of recommended action. The submission will be in the form of a memo addressed to the named executive director of the focal organization, not to exceed 2 single-spaced pages (not including your reference page).

Pretend that you have been hired as a consultant to a leader within the organization in the case and the memo is your final deliverable. The memo must identify the strategic problem as you see it, recommend solutions, and provide support for your perspective. Your purpose in writing these memos is to provide information and make recommendations to people who must make decisions about key strategic issues. Pedagogically, this assignment provides you with the opportunity to develop your

writing, analysis, and communication skills. It also gives you the ability to apply course principles and practices.

State one strategic management problem presented by the case and briefly explain the context in which key decisions must be made. Next, describe and assess proposed solutions to the problem, which you believe is the best course of action, and your reasons. Identify the next steps if your proposed solution is adopted and outline a “Plan B” if your proposed solution fails. Your analysis must show the course readings informed your understanding of the issues and influenced your decision-making. Also find other research or evidence that substantiates your solution. Please do not attempt to address every issue in the case; focus on your analysis of the problem and propose a potentially viable solution appropriate for the context of the case. Since many brilliant ideas fail due to poor execution, you must also specify an implementation plan.

Here is the outline you must use (including these headers):

Executive Summary

Open with a short one-paragraph summary

- What is the context, key issue(s), and your recommendation? (N.B. this should not be a case synopsis)

Background

- Why is this group/department/organization facing these issues?
- What other issues stem from the problem you identify? Identify root cause(s).
- Explain your diagnosis.

Recommendations

- What are your specific recommendation(s) to resolve these issues?
- What is the rationale and evidence to support these recommendations?
- Is there an alternative(s) that was/were considered? Why is it/are they not feasible? Why are your recommendations better than this reasonable alternative?

Implementation/Next Steps

- How should your recommendations be implemented? What are the priorities/first steps?
- What is the timeline and what resources are required? Who is responsible for each step of this implementation plan?

References must be included on a separate, final page of the document in Chicago Author/Date format.

Please use a simple and direct style, putting your conclusion or recommendation in the first paragraph. Be sure to consider your audience and provide specific recommendations that are realistic and feasible and take the recipient individual’s context, knowledge, position, power, timing, and other variables in the case into account.

Format

Page and format requirements: 2 pages, single spaced including any graphics or tables. Use Times New Roman font with 1-inch margins (looks count) and a 12-point font size.

Mechanics

Format, grammar, punctuation, spelling, and citation accuracy all count.

Grading:

There is no single right answer, but there are stronger and weaker analyses. See rubric on Brightspace.

Assignment 3: Individual and Team project 1 (20%)
Comparative Analysis of Hospitals Using the Lown Institute's Hospital Index

This assignment encourages critical thinking and requires you to engage with real-world data while evaluating the effectiveness of healthcare evaluation methodologies.

Working in teams, students will select three hospitals and compare their performance based on the Lown Institute's Hospital Index and critically analyze the **methodology** used by the Institute and discuss their agreement or disagreement with it.

Step by Step Instructions

Group Assignment	
1. Select Three Hospitals:	Choose three hospitals that are similar in size, services, or in a similar location/market. Justify your selection.
2. Research:	Use the Lown Institute's Hospital Index to gather data on the selected hospitals.
3. Analysis:	Compare the hospitals based on the Index's metrics, which include Equity, Value, and Outcomes NB: The Lown Institute's Hospital Index methodology includes a detailed analysis of hospitals' performance in terms of Equity, Value, and Outcomes, with specific metrics such as pay equity, community benefit, and inclusivity. Students must include these in the analysis.
4. Research	Conduct additional research to understand the metrics, and the current challenges hospitals face in current operations including workforce, margins, consumerism, and technology adoption.
5. Critique	Discuss the strengths and weaknesses of the Lown Institute's methodology. Is it fair and balanced? Why or why not.
6. Compare to ESG Statements/CHNA	Compare each hospital's index with their stated Environmental, Social, and Governance (ESG) efforts. You will need to find the relevant webpages or reports about ESG (typically included in annual reports or a dedicated webpage). Students must also review the Community Health Needs Assessment/Implementation Plan Are these efforts captured in the Lown Index? Why or why not? How does each hospital rank on the Lown Social Responsibility Index? How might they improve this rating?
7. Presentation	Present your findings in class during a 15-minute presentation including Q&A.
Individual Assignment 5%	
8. Personal Insight (address all the prompts)	Write a personal reflection on whether you agree or disagree with the methodology and why. What was surprising (or not) about your research? How might you improve the methodology to address limitations of the underlying data?

Group Deliverable: A presentation summarizing the findings (steps 1-6) including tables and graphs (10-15 slides – additional appendix slides possible).

Individual Deliverable: A one-page single spaced reflection (step 8)
 See rubrics on Brightspace

Assignment 4 (Final Project): Team Project 2 Simulation (20%)

Because strategy is so often formulated in groups, members of the class will be divided into teams for this simulation. This assignment will provide an opportunity for students to experience the challenges of executive leadership and strategic decision-making. This will be delivered via a strategic simulation that engages students in an experiential exercise. Students will need to define their organization's mission and vision, decide which strategies to adopt, and enact them at an operations level. The simulation will draw on student's past learning and this course, entailing considerations of finance, budgeting, human resource management, quality of care, partnership, and stakeholder analysis. The technology provides students real-time feedback on processes and performance in the field. This is a realistic exercise that effectively simulates the complexity and intensity of the evolving health system environment. Students will practice their skills, think strategically, draw on evidence, and make trade-offs under time pressure and constraints, all as required in the real world. They will also write individual reflective papers about their experiences in the simulation and make a final presentation to explain their decision-making and results.

Participants collaborate in this comprehensive strategic exercise as part of the executive team for their community hospital. As health system executives, they must analyze their institution's overall strategic direction and make all decisions central to its successful operation, including mission/vision, service line mix, capacity, investment in quality (professional/clinical, systems, etc.), patient/payer mix, marketing, staffing, financial structure, and so on. Teams submit decisions for each operating cycle simultaneously, receive prompt feedback on their organization's performance given their selected strategy, and then proceed to prepare decisions for the next operating quarter.

The simulation exercise usually involves at least eight full operating cycles, as detailed below

Date	Activity
2/05/25	Simulation overview
3/05/25	Practice Rounds
3/12/25	Decision 1
4/02/25	Decision 2
4/09/25	Decisions 3 and 4
4/16/25	Decision 5
4/23/25	Decisions 6, 7, and 8
4/30/25	Team Presentations

Our NYU Brightspace site includes pre-reading and worksheets that all students must review to familiarize yourself with the simulation before the first decision (3/12/25). **Students have found that a comprehensive reading of these materials and completion of a team launch charter is crucial in understanding the simulation and making successful decisions.**

Deliverables on the next page.

Team Presentation on Simulation Strategy

The team will prepare a slide deck (10 minutes and 5 minutes for open discussion). Presentations will occur in the concluding session of the term. Teams will assume that the in-class presentation is to a committee of the organization's governing board to explain past performance and inform operations for the next four cycles.

Your presentation must address several key points:

- What was your hospital's mission and strategic focus?
- Did your strategic objectives change in Decision 5 or stay the same throughout the simulation? If so, why?
- How did your strategic objectives drive your decisions (or not) in the simulation?
 - o Be sure to include graphs from the simulation as appropriate to illustrate your takeaways.
- How would your strategic and decision-making approach change if you were to continue operations for another year?
- How would your strategic and decision-making approach change if you were to restart the simulation?
- What are the most important learning points (3-5 points, "take-aways") from the simulation

Individual Assignment

Each member of the executive team will write one-page, single-spaced essays on your experience doing the team launch/charter (reflection 1) and your experience with the simulation team (reflection 2). It must answer the following questions:

Reflection 1 due after Decision 2:

- What factors, if any, made the team launch successful? What factors, if any, hindered the launch?
- What is/are the root causes of these factors? How can you overcome factors that hinder effective team launches?
- What specific behaviors will you use to make your future teams effective in this simulation (and beyond)?

Reflection 2 due after Decision 8

- What was your role on the executive team?
- What factors, if any, made the team successful? What do you think was the root cause of these factors?
- Summarize your key learning from the simulation and how you can apply these lessons to your work.
- Discuss how strategic thinking and teamwork matter (or not) for your team and individual performance.

See the rubrics on NYU Brightspace for how these assignments will be assessed.

All submitted papers, whether individual or group, must be original work with full and complete citations of any materials drawn from other sources [generative AI, articles, books, interviews, etc.] using Chicago style (author/date format).

COURSE POLICIES

Academic Integrity

Academic integrity is a vital component of Wagner and NYU. All students enrolled in this class are required to read and abide by Wagner's Academic Code. All Wagner students have already read and signed the Wagner Academic Oath. Plagiarism of any form will not be tolerated and students in this class are expected to report violations to me. If any student in this class is unsure about what is expected of you and how to abide by the academic code, you should consult with me.

Generative AI tools are permitted for specific uses within this course. They may be employed for tasks such as ideation, and text editing or proofreading. However, the use of for generating final submitted assignments is strictly forbidden. It is critical that the written work required by the course is yours. When you use any of these tools for a written assignment, you must include a note describing how you used them with the assignment and include the original prompt(s) and output as an appendix to your assignment.

Attendance

You must arrive (or log in when/if we meet on Zoom) to class on time. Any absence must be explained and justified beforehand; your participation grade may be lowered if you do not do so (see class participation).

Late assignments.

All assignments must be submitted on the stated due dates unless you ask for (and I agree to grant) an extension before the due date.

I will only grant extensions in case of a real emergency out of respect for those who abide by deadlines despite their hectic schedules. Late submissions will be penalized by a half letter grade per day (e.g., B+ to B). However, any submission more than two days late will receive a grade of zero. Do not let this happen to you.

Henry and Lucy Moses Center for Students with Disabilities at NYU

Academic accommodations are available for students with disabilities. Please visit the Moses Center for Students with Disabilities (CSD) website and click on the Reasonable Accommodations and How to Register tab or call or email CSD at (212-998-4980 or mosescsd@nyu.edu) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

NYU's Calendar Policy on Religious Holidays and Observances

NYU's Calendar Policy on Religious Holidays and Observances states that students may, without penalty, excuse themselves from academic obligations and otherwise receive a reasonable accommodation when required for religious and spiritual holidays and observances. You must notify me in advance of religious holidays or observances that might coincide with exams, assignments, or class times to schedule reasonable alternatives. Students may also contact religiousaccommodations@nyu.edu for assistance.

Course Session Calendar.

Revised Draft 03.07.25– Subject to change.

#	Class Date	Topic	Assignments
1	1/22/25	Course Overview and Introductions	Submit your updated resume and post-graduate career goals
2	1/29/25	Building Blocks: Mission and Vision and Values	321 Reflection
3	2/05/25	Models of Strategy Formation and Assessing Your Organization Guest Speaker: Lana Lim, Wagner MPA Associate Director, Strategy Planning & Business Development, NYU Langone Health	321 Reflection Simulation pre -work: Group hospital name, draft mission/focus
4	2/12/25	Strategy Formation: Internal Organizational Assessment	321 Reflection
5	2/19/25	Developing Strategy: Assessing Your Environment and Portfolio Analysis	321 Reflection
6	2/26/25	Growth, Retrenchment, and Collaborative Strategies Guest Speaker: Stephen Liebowitz, DHA, MHA Managing Consultant BRG	Case 1 due 321 Reflection Group charter, hospital name, draft mission/focus
7	3/05/25	Key Considerations for the Future of Health Services Management: Anchor Mission Strategy and Community Benefit Guest Speaker: Christopher Nolan, Wagner MPA, FACHE Director, Anchor Initiatives Community Health Improvement, BJC Healthcare	Current Topic A 321 Reflection Team launch charter due
8	3/12/25	Equity and Ethics Guest Speaker: Eboné Carrington, Wagner MPA Managing Director - Manatt Health Strategies Manatt, Phelps & Phillips, LLP	Current Topic B 321 Reflection Practice Round 1 and 2
9	3/19/25	Key Considerations for the Future of Health Services Management: New Business Models	Current Topic D Decision 1 and 2
	3/26/25	Spring Break ACHE Congress on Healthcare Leadership - Houston	
10	4/02/25	Key Considerations for the Future of Health Services Management: Anchor Mission Strategy and Community Benefit. Team Project Presentations Guest: Samuel Schaffzin, Wagner MPA CAPT, U.S. Public Health Service & Director, Division of Provider Compliance and Enforcement Oversight Group, Center for Consumer Information & Insurance Oversight (CCIIO), Centers for Medicare & Medicaid Services (CMS)	Team Project 1 due Monday 3/31/24 11:59 pm 321 Reflection Project Reflection
11	4/09/25	Key Considerations for the Future of Health Services Management: Technology & Virtual Health & AI, Reimagining Healthcare Delivery	Current Topic C Decision 3 & 4 Personal Reflection 1 321 Reflection
12	4/16/25	Implementing the Strategic Plan – Mission and Margin Guest Speaker: David Pecknay, MBA Chief Analyst SP Global	Current Topic E Decision 5 321 Reflection Case 2 due
13	4/23/25	Implementing the Strategic Plan – Leadership and Workforce	Current Topic F Decisions 6,7, 8 321 Reflection

14	4/30/25	Implementing the Strategic Plan Team Project Presentations	Personal Reflection 2 Team Project 2 due Tues 4/29 11:59 pm
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Course Schedule and Assignments

Week 1		Assignments Due
1/22/25	Course Overview and Introductions	Submit your updated resume and post-graduate career goals
<p>This week sets the stage for the course this semester. Our introductions will explore how the content in the semester can be tailored where possible to your interests and career goals. We will also review the assignments during the term and a road map to the final requirement in the course</p>		
<p>Week learning objectives</p> <ol style="list-style-type: none"> 1. Establish our learning community. 2. Define the nature and scope of the course, including the basic conceptual framework and approach. 3. Explore the basic course themes of strategy, strategic thinking, and strategic planning. 		
Materials		
Watch	<p>Herminia Ibarra – The Authenticity Paradox Jodi Ann Burey -- The myth of bringing your full, authentic self to work</p>	
Read	<ul style="list-style-type: none"> • HBP. Michael E. Porter, “What Is Strategy?” Harvard Business Review: Nov/Dec 1996: 61-78. • HBP. Eric Van Den Steen, “Strategy and Strategic Thinking” Harvard Business Review Jan 2021 • Kraaijenbrink, Jeroen. “Biases, Bubbles, And Blind Spots in Strategic Decision-Making.” Forbes (2023). • HBP: Busuttil, Laurie George, and Susan J. Van Weelden. The Student Guide to the Case Method. Ivey Publishing, Ivey School of Business Foundation, Western University, 2018. 	
Skim	<ul style="list-style-type: none"> • Carlos Rey, Nuria Chinchilla, Nuno Pitta, “Objectives are SMART, missions are WISE” IESE Insight Review, Issue 33, second quarter, 2017. 	
<p>This course presumes that you have a working knowledge of the US healthcare system and its challenges. Since in my own graduate preparation I was an international student, some things were so strange to me I needed a reminder, and sometimes a deeper dive.</p> <p>If this describes you, the link below will be your constant companion. If you did not have the Wagner health policy course with Professor Victory this link is also your friend. If you forgot what you covered last term – also check this out.</p>		
Week 2		Assignments
1/29/25	Building Blocks: Mission and Vision and Values	Submit 321 Reflection
<p>This week contains important information regarding the mission and vision that establish the foundation and clarify the remaining components of an organization’s strategic plan. By the end of this week, you will be able to describe the importance of strategic management in an organization. You will also identify the components and purpose of a mission and vision statement and tell how mission statement strategies can differ.</p>		
<p>Week learning objectives</p> <ol style="list-style-type: none"> 1. Define the nature and scope of strategic planning, including the basic conceptual framework and approach. 2. Explain the basic course themes of strategic thinking, strategy, and strategic planning. 3. Develop mission and vision statements as the foundation of organizational strategy. 4. Explain the differences between strategy and tactics in assessing organizational options in a difficult context. 		
Materials		

Read	<ul style="list-style-type: none"> • HBP: Chevereux, Laurent, Jose Lopez, and Xavier Mesnard. “The Best Companies Know How to Balance Strategy and Purpose.” Harvard Business Review, November 2017 • HBP: Brandenburger, Adam. “Strategy Needs Creativity,” Harvard Business Review, March-April 2019. • Hagel, John and John S. Brown. 2018. “Zoom Out/Zoom In: An Alternative Approach to Strategy in a World that Defies Prediction.” Deloitte Insights. • Kachaner, Nicolas, Kermit King, and Sam Stewart. 2016. “Four Best Practices for Strategic Planning.” The Boston Consulting Group. • Watts, Tracy. "2023: The Year to Get Creative with Strategic Planning." Mercer. Last modified January 5, 2023.
Skim	<ul style="list-style-type: none"> • Chapter 5, "Directional strategies" Strategic Management of Health Care Organizations, Eighth Edition (2018), Ginter, Duncan, and Swayne, John Wiley & Sons • American Hospital Association (2009). Guide to good governance for hospital boards.
Case Prep	<ul style="list-style-type: none"> • Case Shriners Hospital for Children <p>On your own, read this case and answer the following questions.</p> <ul style="list-style-type: none"> • What is the unique governance structure of SHC? • What is the SHC’s current strategy? • What caused SHC to be in its current precarious financial position? • Who are the parties impacted by SHC’s existing situation? What impact could these financial challenges have in the short and long term?
Week 3	
02/05/25	Models of Strategy Formation and Assessing Your Organization
<p>This week contains important information on the three main models of strategy formation, identifies risks to strategic planning which will need to be addressed to ensure success, and provides the foundation for utilizing tools (e.g., SWOT analysis) relevant to determining internal strengths and weaknesses. This content is important because the SWOT analysis is only the first step in identifying areas of strength to grow and expand and areas of weaknesses to develop or divest.</p>	
	<p>Week learning objectives</p> <ol style="list-style-type: none"> 1. Analyze planning assumptions, analyses, and strategic recommendations critically. 2. Support proposed actions with rigorous analysis and clear logic. 3. Develop a practical framework for assessing internal strengths and weaknesses in the context of organizational mission. 4. Balance multiple external and internal stakeholder interests.
	<p>Guest Lecturer Lana Lim, Wagner MPA Associate Director, Strategy Planning & Business Development, NYU Langone Health</p>
	Materials
Read	<ul style="list-style-type: none"> • How To ‘Be More Strategic’—Questions to Ask from The Balcony, Forbes • HBP: Frank Vermeulen, “Five Strategy Questions Every Leader Should Make Time For” Harvard Business Review, September 3, 2015 • CASE: Weathering the Storm at NYU Langone Medical Center • Strategic Planning Should Be a Strategic Exercise
Skim	SWOT Analysis
Week 4 2/12/25	Strategy Formation: Internal Organizational Assessment

<p>This week contains important information on the three main models of strategy formation, identifies risks to strategic planning which will need to be addressed to ensure success, and provides the foundation for utilizing tools (e.g., SWOT analysis) relevant to determining internal strengths and weaknesses. This content is important because the SWOT analysis is the first step in identifying areas of strength to grow and expand and areas of weaknesses to develop or divest. The SWOT analysis tool is the first step to creating informed strategies.</p>	
	<p>Week learning objectives</p> <ol style="list-style-type: none"> 1. Analyze planning assumptions, analyses, and strategic recommendations critically. 2. Support proposed actions with rigorous analysis and clear logic. 3. Develop a practical framework for assessing internal strengths and weaknesses in the context of organizational mission. 4. Conduct an internal organizational assessment.
	<p>Materials</p>
Read	<ul style="list-style-type: none"> • Teoli D, Sanvictores T, An J. SWOT Analysis. [Updated 2022 Sep 5]. In: StatPearls [Internet]. Treasure Island (FL): StatPearls Publishing; 2023 Jan. Available from: • Chapter 4, "Internal Analysis and Competitive Analysis" Strategic Management of Health Care Organizations, Eighth Edition (2018), Ginter, Duncan, and Swayne, John Wiley & Sons • HBP: Using the SWOT Framework in the Healthcare Sector
Case Prep	<ul style="list-style-type: none"> • Case Wichita County Health Center: Strategic Planning Come to class with answers to the following questions based on the Wichita County Health Center (WCHC) case as a starting point for our discussion. <ol style="list-style-type: none"> 1. What are WCHC's key strengths, opportunities, weaknesses, and threats (SWOT)? Draft a SWOT analysis as part of your class preparation. 2. Should WCHC align with Centura? 3. If yes, under what terms? If no, what opportunities should WCHC pursue independently?
Week 5 2/19/25	<p>Developing Strategy: Assessing Your Environment and Portfolio Analysis</p>
<p>This week contains important information on the tools necessary to assess a competitive environment and an objective framework to analyze an organization's portfolio of programs and services. These tools provide a basis for planning assumptions when developing organizational strategies.</p>	
	<p>Week learning objectives</p> <ol style="list-style-type: none"> 1. Analyze the core functions of competitors, customers, holders of resources, referees, and allies in a strategic context. 2. Develop a comprehensive diagnostic approach for conducting a complete strategic review of an organization in its external context, including skills in assessing the external environment of organizations. 3. Explain the importance of portfolio analysis. 4. Understand the core functions of 'competitors', 'customers', 'holder of resources', 'referee', and 'allies' in a strategic context. 5. Create and balance multiple external and internal stakeholder interests in forming and managing strategic alliances.
	<p>Materials</p>

Read	<ul style="list-style-type: none"> • Chapter 2 “External Analysis” and Chapter 3 “Service Area Competitor Analysis” in Strategic Management of Health Care Organizations, Eighth Edition (2018), Ginter, Duncan, and Swayne, John Wiley & Sons • American Hospital Association 2025 Environmental Scan • Kaissi, A. A., & Begun, J. W. (2008). Fads, fashions, and bandwagons in health care strategy. Health Care Management Review, 33 (2), 94102. • Dealing With Hospital Closure, Pioneer Kansas Town Asks: What Comes Next?, KHN
Skim	<ul style="list-style-type: none"> • American Hospital Association 2025 Environmental Scan
Watch	<ul style="list-style-type: none"> • Should We Close That Program? Understanding Macmillan Matrix (14:58)
Case Prep	<ul style="list-style-type: none"> • Case Shriners Hospital for Children <p>On your own, read this case and answer the following questions.</p> <ul style="list-style-type: none"> • Evaluate the options being considered by SHC management. Are there any other actions they should explore? • How should SHC management position their recommendations to get approval from the 1,400 delegates?
Case Memo 1 Due 2/24	<p>When Competition Isn't Enough: Rural Health in Southwest Virginia (A)</p> <p>See Case Memo Assignment instructions</p>
Read	<ul style="list-style-type: none"> • Chapter 2 “External Analysis” and Chapter 3 “Service Area Competitor Analysis” in Strategic Management of Health Care Organizations, Eighth Edition (2018), Ginter, Duncan, and Swayne, John Wiley & Sons • American Hospital Association 2025 Environmental Scan • Kaissi, A. A., & Begun, J. W. (2008). Fads, fashions, and bandwagons in health care strategy. Health Care Management Review, 33 (2), 94102. • Dealing With Hospital Closure, Pioneer Kansas Town Asks: What Comes Next?, KHN
Skim	<ul style="list-style-type: none"> • American Hospital Association 2025 Environmental Scan
Watch	<ul style="list-style-type: none"> • Should We Close That Program? Understanding Macmillan Matrix (14:58)
Case Prep	<ul style="list-style-type: none"> • Case Shriners Hospital for Children <p>On your own, read this case and answer the following questions.</p> <ul style="list-style-type: none"> • Evaluate the options being considered by SHC management. Are there any other actions they should explore? • How should SHC management position their recommendations to get approval from the 1,400 delegates?
Case Memo 1 Due 2/24	<p>When Competition Isn't Enough: Rural Health in Southwest Virginia (A)</p> <p>See Case Memo Assignment instructions</p>
Week 6 2/26/25	<p>Growth, Retrenchment, and Collaborative Strategies</p>
	<p>Guest Lecturer: Stephen Liebowitz, DHA, MHA Managing Consultant, BRG</p>
<p>This week contains important information on developing strategies for growth, retrenchment, and collaboration. Building upon the analytical tools discussed in prior weeks, this week focuses on using that information to create organizational strategies consistent with the defined objectives.</p>	

	<p>Week learning objectives</p> <ol style="list-style-type: none"> 1. Assess the potential and desirability of organizational growth in terms of its implications for organizational culture, clinical workforce and mission as well as assessing its effectiveness. 2. Explain the implications of alternative growth strategies in terms of resource and market viability. 3. Explain the essential need for clarity of vision and building consensus in developing strategic options and maintaining focus in times of retrenchment. 4. Defend alternative approaches to retrenchment, including strategies and tactics. 5. Create and balance multiple external and internal stakeholder interests in forming and managing strategic alliances. 6. Use the MacMillan Matrix to decide what strategies to use (and not use) for your organization's divisions (portfolio analysis).
	Materials
Read	<ul style="list-style-type: none"> • Chapter 2 “External Analysis” and Chapter 3 “Service Area Competitor Analysis” in Strategic Management of Health Care Organizations, Eighth Edition (2018), Ginter, Duncan, and Swayne, John Wiley & Sons • Fischer, Stefanie, Heather Royer, and Corey White. “Health Care Centralization: The Health Impacts of Obstetric Unit Closures in the United States.” American economic journal. Applied economics 16, no. 3 (2024): 113–141. • US Health Systems Diversify to Thrive • What to Expect in US Healthcare 2023 and Beyond
Week 7 3/5/25	Key Considerations for the Future of Health Services Management: Anchor Mission Strategy and Community Benefit; Is Community Health Needs Assessment the S in ESG?
	<p>Guest Speaker: Christopher Nolan, Wagner MPA, FACHE Director, Anchor Initiatives Community Health Improvement, BJC Healthcare</p>
	<p>Week learning objectives</p> <ol style="list-style-type: none"> 1. Understand the strengths and weaknesses of key strategies 2. Know empirical evidence to support use of strategies 3. Know current use of strategies
	Materials
Listen	<ul style="list-style-type: none"> • Podcast: Trade Offs Episode 197 – California Bets Big on Housing in Medicaid.
Read	<ul style="list-style-type: none"> • Hennisz, Witold, Tim Koller, and Robin Nuttall. “Five ways that ESG creates value.” McKinsey & Company, (November 2019). • Shulman, Haley and Bill Hemmer. “American Hospital Association Releases Its Most Recent Community Benefit Report Applicable To Tax-Exempt Hospitals.” Withum, (January 2021). • ‘Non-Charitable’ Nonprofit Hospital Ordered to Start Paying Property Taxes. Bloomberg Tax • Begun, James W. PhD; Potthoff, Sandra PhD. Moving Upstream in U.S. Hospital Care Toward Investments in Population Health. Journal of Healthcare Management 62(5):p 343-353, September/October 2017. DOI: 10.1097/JHM-D-16-00010 • Allen, Robert W., and Thomas H. Lee. "Investing in the Right Thing: How Simplified, Value-Based Care Moves Health Upstream." NEJM Catalyst Innovations in Care Delivery 5, no. 3 (2024).

Skim	<ul style="list-style-type: none"> ● Koh, Howard K., Amy Bantham, Alan C. Geller, Mark A. Rukavina, Karen M. Emmons, Pamela Yatsko, and Robert Restuccia. "Anchor institutions: best practices to address social needs and social determinants of health." American journal of public health, 110, no. 3 (2020): 309-316. ● Selected cases in ESG – A Framework for the Future of Healthcare <ul style="list-style-type: none"> ● Editorial ● Climate Change and Healthcare: A Complicated Relationship ● StonyBrook University Hospital: Working Cleaner, Smarter ● Equity Rx - Boston Medical Center - ● Community Health Improvement at BJC ● Aligning Healthcare’s Mission with Corporate Social Responsibility Action - Northwell
Week 8 3/12/25	Equity and Ethics Barriers to Care at the Patient, Provider, and System Levels
	Guest Speaker: Eboné Carrington, Wagner MPA Managing Director - Manatt Health Strategies, Manatt, Phelps & Phillips, LLP
	Week learning objectives 1. Know empirical evidence to support use of strategies. 2. Know current use of strategies. 3. Assess the potential for achieving advantages and for satisfying the values and needs of a variety of stakeholders.
	Materials
Read	Healthcare Hero Manual (you must have studied this by now and will reference this frequently in the remaining weeks.
Skim	<ul style="list-style-type: none"> ● Williams, Joni Strom, Rebekah J. Walker, and Leonard E. Egede. “Achieving equity in an evolving healthcare system: opportunities and challenges.” Am J Med Sci, 351, no. 1, (2016):33–43. ● Caley and Marin. “Business Ethics Beyond Dilemmas” Harvard Business Review, (2019). ● Bailey, Zinzi D., Justin M. Feldman, and Mary T. Bassett. "How structural racism works—racist policies as a root cause of US racial health inequities." New England Journal of Medicine 384, no. 8 (2021): 768-773. ● Fashaw-Walters, Shekinah A., and Cydney M. McGuire. "Proposing A Racism-Conscious Approach To Policy Making And Health Care Practices: Article proposes a racism-conscious health policy framework." Health Affairs 42, no. 10 (2023): 1351-1358. ● Messac, Luke, Alexander T. Janke, Lisa Herrup Rogers, Imani Fonfield, Jared Walker, Elijah Rushbanks, Nora V. Becker, and Ge Bai. "US Nonprofit Hospitals Have Widely Varying Criteria To Decide Who Qualifies For Free And Discounted Charity Care: Article examines nonprofit hospitals’ free and discounted charity care." Health Affairs 43, no. 11 (2024): 1569-1577.
Skim	<ul style="list-style-type: none"> ● NY 1115 Waiver Demonstration ● West Side United: Hospitals Tackle the Racial Health and Wealth Gap

Ref:	<p>Additional Reference Material</p> <ul style="list-style-type: none"> • Agency for Health Research and Quality (AHRQ). “Disparities in Health Care Quality Among Racial and Ethnic Minority Groups: Selected Findings from the National Healthcare Quality and Disparities Reports.” AHRQ, (April 2011). • Nelson, Alan R., Adrienne Y. Stith, and Alan R. Nelson Unequal Treatment: Confronting Racial and Ethnic Disparities in Health Care. National Academy Press, (2003):1-28. • Institute of Medicine. “What Health Care Providers Need to Know About Racial and Ethnic Disparities in Healthcare Report Brief.” National Academy Press, (March 2002). • Institute of Medicine. “What Health Care System Administrators Need to Know About Racial and Ethnic Disparities in Healthcare Report Brief.” National Academy Press, (March 2002). • Largent, Emily A. “Public Health, Racism, and the Lasting Impact of Hospital Segregation.” Public Health Reports, 133, no. 6, (Nov. 2018): 715–720, doi:10.1177/0033354918795891. • Armstrong, Katrina, Mary Putt, and Chanita Hughes Halbert. “Prior experiences of racial discrimination and racial differences in health care system distrust.” Med Care, 51, (2013):144–150.
Week 9 3/19/25	Key Considerations for the Future of Health Services Management: New Business Models
	<p>Week learning objectives</p> <ol style="list-style-type: none"> 1. Understand the strengths and weaknesses of key strategies. 2. Know empirical evidence to support use of strategies. 3. Know current use of strategies.
	Materials
Read	<ul style="list-style-type: none"> • Dryda, L. How health systems are confronting the retail revolution in healthcare. Becker’s Hospital Review March 2020 • New business models in health care: Building platform-enabled ecosystems, Deloitte, 2022 • Disruptive Trends in Healthcare: The Rise of Omnichannel Care is Forcing Healthcare Evolution • Kerns, Christopher and Dave Willis “The Problem with U.S. Health Care Isn’t a Shortage of Doctors” Harvard Business Review (2020)
Listen	<ul style="list-style-type: none"> • Tradeoffs – When Home Becomes a Hospital • Tradeoffs – A New Kind of Primary Care Comes to America
Skim	<ul style="list-style-type: none"> • Chapter 6 “Identifying Strategic Alternatives” Strategic Management of Health Care Organizations, Eighth Edition (2018), Ginter, Duncan, and Swayne, John Wiley & Sons • Tsai & Jha, “Hospital Consolidation, Competition, and Quality Is Bigger Necessarily Better?” JAMA, July 2014 • Appelbaum, Eileen, Rosemary Batt, and Emma Curchin. “Profiting at the Expense of Seniors: The Financialization of Home Health Care.” Center for Economic and Policy Research, September 26 (2023).
Week 10 4/02/25	Key Considerations for the Future of Health Services Management: Anchor Mission Strategy and Community Benefit. Team Project Presentations
	<p>Week learning objectives</p> <ol style="list-style-type: none"> 1. Understand how successful organizational change rests on an effective diagnosis of an organization, drawing on key concepts from the course 2. Assess the challenges in translating broad concepts and grand visions into effective action ‘on the ground’, especially in the face of resistance 3. Develop a comprehensive diagnostic approach for conducting a complete strategic review of an organization in its full internal and external context
Week 11 4/09/25	Key Considerations for the Future of Health Services Management: Technology & Virtual Health & AI, Reimagining Healthcare Delivery

This week contains important information for healthcare leaders that examines the digital revolution of healthcare delivery	
	<p>Week learning objectives</p> <ol style="list-style-type: none"> 1. Understand the relationship of incentive and reward systems to other key aspects of organizational design. 2. Know current approaches in digital healthcare and the drivers for change. 3. Know strengths and weaknesses of current designs, including outcomes.
	Materials
Listen	<ul style="list-style-type: none"> • TradeOffs Podcast Healthcare’s Ransomware Wake Up Call • TradeOffs Podcast Rooting out Racial Bias in Health Care AI
Read	<ul style="list-style-type: none"> • Blumenthal, D. "Where telemedicine falls short." Harvard Business Review (2020). • Disruptive Trends in Healthcare: The Rise of Omnichannel Care is Forcing Healthcare Evolution • 2025 Global Healthcare Outlook: Deloitte • Tapscott, Don, and Alex Tapscott. “What Blockchain Could Mean for Your Health Data” Harvard Business Review (2020)
Skim	<ul style="list-style-type: none"> • Driving Growth through Consumer Centricity in Healthcare McKinsey 2023 An audio version of the McKinsey report above is available here • Heavener, Anika: Quiet Neglect: Algorithmic Bias in Healthcare is Hurting Older Adults MedCity News
Case Memo 1 Due 4/14	<p>Read:</p> <ul style="list-style-type: none"> • Case for Memo 2 : New England Baptist Hospital: Getting Paid for Value <p>Resources</p> <ul style="list-style-type: none"> • Damberg, Sorbero, Lovejoy, Martsof, Raaen & Mandel Measuring Success in Health Care Value-Based Purchasing Programs: Findings from an Environmental Scan, Literature Review, and Expert Panel Discussions. RAND, 2014 (p.1-35). • Marcotte, B.J. et al. “U.S Health Care Reform Can’t Wait for Quality Measures to be Perfect”. Harvard Business Review, October 2017
	<ul style="list-style-type: none"> • Kaplan, R.S., Jehi, L., Ko, C.Y., Pusic, A. and Witkowski, M., 2021. Health care measurements that improve patient outcomes. NEJM Catalyst Innovations in Care Delivery, 2(2).
Week 12 4/16/25	Implementing the Strategic Plan – Mission and Margin
	Guest Speaker: David Pecknay, MBA Chief Analyst, SP Global
This week contains important information on developing strategies for growth, retrenchment, and collaboration. Building upon the analytical tools discussed in prior weeks, this week focuses on using that information to create organizational strategies consistent with the defined objectives.	
	<p>Week learning objectives</p> <ol style="list-style-type: none"> 1. Assess the potential and desirability of organizational growth in terms of its implications for organizational culture, clinical workforce and mission as well as assessing its effectiveness. 2. Explain the implications of alternative growth strategies in terms of resource and market viability. 3. Explain the essential need for clarity of vision and building consensus in developing strategic options and maintaining focus in times of retrenchment. 4. Defend alternative approaches to retrenchment, including strategies and tactics.
	Materials

Read	<ul style="list-style-type: none"> • Sick Profit: Investigating Private Equity’s Stealthy Takeover of Health Care Across Cities and Specialties. • Brownstein, Maya. Private Equity’s Appetite for Hospitals May Put Patients at Risk. Harvard School of Public Health 2024 • East, Laurie M. “Developing a Pro Forma Financial Statement.” Medical Group Management Association. 2019. • Kaplan, R.S. “<u>The Balanced Scorecard for Public-Sector Organizations,</u>” Balanced Scorecard Report
Week 13 4/23/25	Implementing the Strategic Plan – Leadership and Workforce
This week contains important information for healthcare leaders that explores contemporary health workforce challenges and how leaders shape cultures that support innovation and change.	
	<p>Week learning objectives</p> <ul style="list-style-type: none"> • Know what organizational culture is and is not, including the major elements of culture • Examine how organizational culture can affect organizational performance • Understand how to change organizational culture • Appreciate how diversity, inclusion, and belonging requires organizational change • Determine sources of resistance to change and how to address them
	Materials
Listen	<ul style="list-style-type: none"> • Listen to this McKinsey podcast: The Mass Personalization of Change
Skim	<ul style="list-style-type: none"> • Rinne, April. “A Futurist's Guide to Preparing Your Company for Constant Change.” Harvard Business Review (2021) • Traphagan, John. "We're Thinking About Organizational Culture All Wrong." Harvard Business Review 6 (2017). • Zheng, Wei, Ronit Kark, and Alyson Meister. "How women manage the gendered norms of leadership." Harvard Business Review 28 (2018).
	<ul style="list-style-type: none"> • Sampson, C.J. (2022). “Inclusive Leadership” Book Chapter in Leadership in Healthcare: Essential Values and Skills Fourth Edition Carson Dye ed. (Chicago: Health Administration Press) (class handout) • Rees, Caroline and Robert Eccles “Quantify Your Company's Impact on People’ Harvard Business Review (2020) • Kotter, J. P. 1995. Leading Change: Why Transformation Efforts Fail. Harvard Business Review Vol. 73 Issue 2, 59-68. (M&L reading)
Week 14 4/30/25	Implementing the Strategic Plan
	The course final, student teams present and defend their simulation strategy.
	<p>Week learning objectives</p> <ol style="list-style-type: none"> 1. Assess the potential for achieving advantages and for satisfying the values and needs of a variety of stakeholders. 2. Understand the strengths and weaknesses of financial and non-financial incentives and reward systems. 3. Develop a comprehensive diagnostic approach for conducting a complete strategic review of an organization in its full internal and external context. 4. Use the balanced scorecard as a performance management tool for monitoring the effective implementation of vision and strategy.
	Materials
Read	<ul style="list-style-type: none"> • Chapter 7: “Evaluation of Alternatives and Strategic Choice” Strategic Management of Health Care Organizations, Eighth Edition (2018), Ginter, Duncan, and Swayne, John Wiley & Sons

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