MODULE SPECIFICATION

KEY FACTS

<table>
<thead>
<tr>
<th>Module name</th>
<th>Strategic Management in Healthcare</th>
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<tbody>
<tr>
<td>Module code</td>
<td>HMM002</td>
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<tr>
<td>School</td>
<td>School of Health Sciences</td>
</tr>
<tr>
<td>Department or equivalent</td>
<td>Division of Health Services Research and Management</td>
</tr>
<tr>
<td>UK credits</td>
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MODULE SUMMARY

Module outline and aims

This module is intended to provide you, as a future senior healthcare manager, with the tools and concepts necessary to analyse and understand how to formulate and implement strategies and policies appropriate for a range of diverse healthcare organisations in both the public and private sector. You will be introduced to key ideas and principles of corporate and organisational, business, and team-level strategies and their application to the healthcare industry, including service providers, pharmaceutical and medical devices industries, and social enterprises in healthcare.

This module teaches an analytical and practical perspective on strategy development tailored to the needs of leaders in contemporary healthcare organisations. The module investigates how healthcare organisations adapt to their environments and how healthcare leaders can effectively create opportunities in their industries through value innovation strategies. The module develops strategic thinking through promoting a sound understanding of core concepts of strategy and by applying such concepts to real organisational problems. It provides a framework for understanding the strategic management role in healthcare organisations, and offers a guide for exploring strategy issues in a global context. The module develops integrative thinking and working in a collaborative manner across peoples, organizations, groups and disciplines.

A different area of strategic management will be explored during each class, and we will examine how key concepts and models can be used to anticipate, understand and resolve diverse problems that arise for healthcare managers in complex and highly professionalised organisations. Class discussions, exercises and readings from textbooks will be used to link strategic management concepts with real-life issues and problems. Case analysis and discussion are integral parts of the course. The class discussion and cases are designed to test and sharpen the ability of students to relate strategy concepts to actual clinical and business settings and apply these concepts in organisational decision-making.

Content outline

The module includes:

- Reflection on the concepts of strategy and strategic management, and their
application in healthcare

- Concepts and issues related to values, mission, and strategic intent
- Frameworks for strategic analysis and strategy formulation
- Strategic tools: PESTLE, 7S's model, SWOT, Porter’s Generic Strategies
- Porter’s Five Forces, Stakeholder Analysis, Porter’s Value Chain, Mintzberg’s 5Ps of Strategy, Strategies for business and corporate level strategies
- The impact of organisational culture on the strategic planning process, strategy formulation and implementation
- Strategy implementation: engaging staff and creating ownership of the strategy, communicating meanings, aligning and adapting structures, monitoring progress

WHAT WILL I BE EXPECTED TO ACHIEVE?

On successful completion of this module, you will be expected to be able to:

Knowledge and understanding:

- Distinguish between and describe the different approaches to planning and strategy formulation.
- Describe how to undertake an organisational audit to distinguish between resources and unique resources and between competences and core competences.
- Explain in depth strategic management concepts to diagnose, manage, change and make integrative sense of healthcare organisations across diverse settings
- Explain the concept of dominant logic and how substituting a transformational style of problem analysis and decision making can help shape strategic development in complex professional organisations and lead culture change.
- Review and critically select from the range of tools for analysing strategic decisions appropriate tools for critically analysing specific organisational challenges.
- Distinguish between resources and unique resources and between competences and core competences.
- Identify how competences are transformed into capabilities to improve performance and competitive position.
- Demonstrate how to apply the value chain concept to redesign care delivery processes and systems.
- Explain comprehensively and in-depth the general structure, scope and content of a strategic plan and justify how the components combine to make an integrated plan.
Skills:

- Critically select and apply strategic management concepts to diagnose and appraise the current position of an organisation or an industry from a strategic perspective.

- Undertake an organisational audit to critically distinguish between resources and unique resources and between competences and core competencies and prioritise the development of unique resources and core competencies.

- Systematically and critically apply strategic planning tools and concepts to analyse and evaluate strategic options.

- Think critically and deeply about strategic concepts and apply integrative thinking to the analysis of strategic issues for organisational decision-making and strategic reports.

- Evaluate sources of risk and contingencies associated with strategic options, evaluate and prioritise potential responses.

- Critically investigate and prioritise how resources and competences can be leveraged to improve performance and competitive position along the value chain.

- Work effectively as a member of a team: negotiating and cooperating with others, listening and sharing ideas, sharing tasks and responsibilities, helping solve problems.

- Synthesise and present a compelling integrative strategic narrative to a wide audience and write this–up in a logical order and structure suitable for a strategic report.

Values and attitudes:

- Show strategic management awareness in business situations.

- Demonstrate and encourage openness to new ideas and integrative thinking in the strategic management role.

- Show respect and tolerance for other participants.

- Follow good academic practice and maintain academic integrity: correctly reference the work of others and adhere to University regulations regarding plagiarism and academic misconduct.

- Show consideration for the rules and regulations of the University.

HOW WILL I LEARN?

Teaching and learning will take place via a mix of lectures, real-world cases presented
by guest lecturers, group activities and discussions, which allow you to examine the issues in more detail, providing both teacher and peer-led input, promoting discussion and developing communication and group working skills.

Teaching sessions will take place over four days (typically 10am to 5pm), and are supplemented by self-directed study, which allows you both to gain a deeper understanding of the subject generally, and to pursue topics which are of particular interest to you in greater detail.

Teaching and learning are facilitated by Moodle, the University’s online Virtual Learning Environment.

Teaching pattern:

<table>
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<tr>
<th>Teaching component</th>
<th>Teaching type</th>
<th>Contact hours (scheduled)</th>
<th>Self-directed study hours (independent)</th>
<th>Placement hours</th>
<th>Total student learning hours</th>
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<tr>
<td>Lectures, group activities, discussions, Moodle</td>
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<td>120</td>
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<td>Totals:</td>
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<td>30</td>
<td>120</td>
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WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?

Assessments

The assessment comprises group-based written (in the form of a poster and PowerPoint slide deck) and orally presented material. It will require you to think critically and fundamentally about a strategic problem or challenge and how to resolve it using the tools, techniques and approaches of strategic analysis. It will also require you to work collaboratively and communicate effectively with your peers as a member of a syndicate group as you would in a strategic management role in a healthcare organisation. The analysis comprises:

(i) A poster which you will present.
(ii) A PowerPoint slide deck (not PDF), comprising 36-40 slides (excluding references or annexes that can be up to 10 additional slides) in order to provide more detailed findings from the strategic analysis.

You should include in the title slide the group number and the names of the group members. References should be in Harvard (or Vancouver for the poster) method and be complete. Incomplete or inadequate referencing will result in loss of marks.
Assessment pattern:

<table>
<thead>
<tr>
<th>Assessment component</th>
<th>Assessment type</th>
<th>Weighting</th>
<th>Minimum qualifying mark</th>
<th>Pass/Fail?</th>
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<tbody>
<tr>
<td>1. Poster &amp; group presentation</td>
<td>Group presentation</td>
<td>30%</td>
<td>50%</td>
<td>N/A</td>
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<tr>
<td>2. Power point slide deck (max 40 slides)</td>
<td>Group written</td>
<td>70%</td>
<td>50%</td>
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Assessment Criteria

Assessment Criteria are provided for each module and are descriptions, based on the intended learning outcomes, of the skills, knowledge or attitudes that you need to demonstrate in order to complete an assessment successfully, providing a mechanism by which the quality of an assessment can be measured.

Grade-Related Criteria are also provided for each module and the programme and are descriptions of the level of skills, knowledge or attributes that you need to demonstrate in order achieve a certain grade or mark in an assessment, providing a mechanism by which the quality of an assessment can be measured and placed within the overall set of marks.

Assessment Criteria and Grade-Related Criteria will be made available to you to support you in completing assessments. These may be provided in programme handbooks, module specifications, on the virtual learning environment or attached to a specific assessment task. Module leaders will inform you at the beginning of each module where these be provided.

Feedback on assessment

Feedback is usually provided in verbal or written format for each module. All written feedback is posted onto Moodle to enable you to access this easily.

Feedback will be provided in line with current university assessment and feedback policies. In particular, you will normally be provided feedback within four weeks of the submission deadline or assessment date in line with the university guidelines for end of module examinations or an equivalent significant task. Feedback would normally include a provisional mark that requires ratification at the assessment board by the external examiners. If you have failed a component the assessment board will normally confirm the requirement for resubmission and set a date for this.

Assessment Regulations

The Pass mark for each module is 50%. This also applies separately to the components of a module each of which is subject to a 50% pass mark.

If you fail an assessment component or a module, the following will apply:
Resit: you will normally be offered one resit attempt. However, if you did not participate in the first assessment and have no extenuating circumstances, you may not be offered a resit.

If you are successful in the resit, you shall be awarded the credit for that module. The mark used for the purpose of calculation towards your Award shall be calculated from the original marks for the component(s) that you passed at first attempt and the minimum pass mark for the component(s) for which you took a resit.

<table>
<thead>
<tr>
<th>INDICATIVE READING LIST</th>
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<tr>
<td>- Ahmad, R., Kyratsis, Y., Holmes, A. (2012) When the user is not the chooser: learning from stakeholder involvement in technology adoption decisions in infection control. <em>Journal of Hospital Infection</em>. 81(3):163-68</td>
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Various articles and publications from the following sources:
- Harvard Business Review
- Long Range Planning
- Strategic Management Journal
- Journal of Management Studies
- Milbank Quarterly
- Health Policy and Planning

Version: 2.0
Version date: June 2014
For use from: 2014-15
## Appendix:

### CODES

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<th>Description</th>
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