



1.0 Degree Title

Specify the two degrees for concurrent degree programs

Masters of Management

1.1 Major (Legacy= Subject) (30-char. max.)

International Masters for Practicing Managers
in Health Leadership

1.2 Concentration (Legacy = Concentration/Option)
If applicable (30 char. max.)

Non-Thesis

1.3 Minor (with Concentration, if applicable)
(30 char. max.)

1.4 Category

- | | |
|--|--|
| <input type="checkbox"/> Faculty Program (FP) | <input type="checkbox"/> Honours (HON) |
| <input type="checkbox"/> Major | <input type="checkbox"/> Joint Honours
Component (HC) |
| <input type="checkbox"/> Joint Major | <input type="checkbox"/> Internship/Co-op |
| <input type="checkbox"/> Major Concentration (CON) | <input type="checkbox"/> Thesis (T) |
| <input type="checkbox"/> Minor | <input checked="" type="checkbox"/> Non-Thesis (N) |
| <input type="checkbox"/> Minor Concentration (CON) | <input type="checkbox"/> Other |
- Please specify

1.5 Complete Program Title

Master of Management (M.M.) IMPMHL (Non-Thesis)

2.0 Administering Faculty/Unit

Graduate and Postdoctoral Studies

Offering Faculty/Department

Desautels Faculty of Management

3.0 Effective Term of revision or retirement
Please give reasons in 5.0 "Rationale" in the case
of retirement

(Ex. Sept. 2004 = 200409) Retirement

Term: 201805

4.0 Existing Credit Weight

45

Proposed Credit Weight

5.0 Rationale for revised program

The program course numbers should not be the same
as any other program. To that effect, we would like to
change course numbers/course titles.

In addition, credits for BUSA 668 – The Venture, have
been distributed throughout 5 courses to be
representative of the current content. (See further
details attached)

The Masters of Management (M.M) IMPMHL (non-
thesis) began in 2006 as part of the quest to become
a world leader in health care management education.

The self-funded structure remains as is.

6.0 Revised Program Description (Maximum 150 words)

Revised Description:

The M.M International Masters for Practicing Managers in Health leadership: Non-Thesis is a 15-month program of five 12-day modules, followed by a master's paper. The program is designed for clinicians and managers in the context of health care to help develop management skills for emerging health care leaders.

Existing Description: None.

7.0 List of existing program and proposed program

Existing program (list courses as follows: Subj Code/Crse Num, Title, Credit weight, under the headings of: Required Courses, Complementary Courses, Elective Courses)

Master of Management (M.M.) in IMPMHL (Non-Thesis) (45 credits)
Program Requirements
~~Research Project~~
~~BUSA 689 Integrative Project (12 credits)~~

~~Required Courses (33 credits)~~
~~BUSA 666 The Practice of Management (5 credits)~~
~~BUSA 668 The Venture (5 credits)~~
~~BUSA 670 Managing Organizations (5 credits)~~
~~BUSA 672 Managerial Exchange (3 credits)~~
~~BUSA 675 Managing Context (5 credits)~~
~~BUSA 680 Managing People (5 credits)~~
~~BUSA 685 Managing Change (5 credits)~~

Proposed program (list courses as follows: Subj Code/Crse Num, Title, Credit weight, under the headings of: Required Courses, Complementary Courses, Elective Courses)

Master of Management (M.M.) in IMPMHL (Non-Thesis) (45 credits)

Required Courses (45 credits)
BUSA 663 Reflective Mindset (6 credits)
BUSA 667 Analytic Mindset (6 credits)
BUSA 676 Worldly Mindset (6 credits)
BUSA 677 Collaborative Mindset (6 credits)
BUSA 678 Catalytic Mindset (6 credits)
BUSA 671 Managerial Experience (3 credits)
BUSA 694 Final Master's Paper (12 credits)

8.0 Consultation with
Related Units

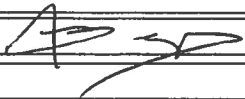
Yes No

Financial Consult

Yes No

Attach list of consultations

9. Approvals

Routing Sequence	Name	Signature	Date
Department			
Curric/Acad Committee			
Faculty 1	Isabelle Bejeux		03/14/17
Faculty 2			
Faculty 3			
CGPS			
SCTP			
APC			
Senate			

Submitted by

Name

Phone

Email

Submission Date

To be completed by ARR:

CIP Code

10. FQRSC (Research) Indicator (for GPS): Yes No

M.M. IMPMHL (non-thesis) elaboration of rationale:

Summary

We propose that "The Venture" (BUSA 668), a five credit course, be removed from the program and its five credits distributed equally across the remaining five courses of the program, increasing the number of credits for each course from five to six. We also propose that the remaining courses be given new names and new course numbers that correspond to the thematic topics of the program (i.e., Managerial Mindsets) as follows:

Rationale

The Venture (5 credits) was originally conceived as a *strategic impact project* running in tandem with the five other courses in the program. The course was designed as a practicum in which participants focused on pursuing change in an organization or context during the course of the program. Participants engaged in an activity of their (or their sponsoring organization's) own choosing with the objective of affecting significant change within their organization or community. Participants could use their experience with their change effort as the foundation for the master's degree final paper.

We propose to distribute the five credits of the Venture over the five managerial mindset courses rather than keep it a separate course to be credited only near the end of the program. The work previously done as part of BUSA 668 will, in the revised curriculum, be carried out through the entire program in the following ways:

1. In the Reflective Mindset course, as participants gain a better understanding of their personal management style - how they present themselves to others, their strengths and weaknesses, and their current leadership skills, they seek to apply this understanding to a specific change effort they would like to achieve. Following the course, they will not only write their regular reflection papers, but also focus their efforts on the application to practice, with an eye on achieving change in their unique contexts, and to incorporate this focus on application into the reflection paper. Further, we ask them to bring a summary of the proposed change to the following course for presentation to the group and discussion.
2. In the Analytic Mindset course, as participants gain knowledge into today's principal health care organizations including health promoting hospitals, community agencies, health maintenance organizations, etc., they begin to consider the role of the unique organization in the change they seek to make. Participants gain insight into the operation of these organizations by analyzing their intrinsic similarities and differences. Participants are also introduced to the analytical tools used to manage specific organizations and to formal approaches that improve managerial effectiveness. In furthering efforts to effect change, participants will specifically consider the role of analysis in such change with regard to their own projects and will write about this in their papers following course 2. Finally, they will bring a summary of this proposed change to the following course for presentation to the group and discussion.
3. In Worldly Mindset course the focus is on the delivery of health care within highly complex systems that vary enormously across the world - from fully socialized to market-driven. Yet every system struggles with where it should sit on this continuum. Because most practitioners - whether managers or clinicians - typically spend their careers within a single system, they rarely have the opportunity to

appreciate the alternatives. Following this course our participants will consider how their impact or change project fits within the various social institutions within the health care field and their interactions with economic, political and social forces. Participants are encouraged to seek deliberate change in creative solutions based on an integrated, rather than a fragmented understanding of health care. Again, they will apply these considerations with regard to their impact project to their written papers as well as to their presentation in the following course.

4. The fourth course, the Collaborative Mindset, focuses on managing relationships with patients, professionals, health advocates, administrators, the government, the media and many other groups. Participants here will consider how their impact or change projects have components related to relationship-building, negotiating, stakeholder coordination, and knowledge management. The managing of professional relationships is emphasized, with participants developing the advanced skills necessary to build and lead complex networks rather than simple organizations. The portion of the former Venture allocated to the Collaborative Mindset will be presented both in the reflection paper as well as in a presentation at the start of the following course.
5. The final course (Catalytic Mindset) is action-focused and integrative in nature, focusing on the achievement of change. The impact projects (venture) on which participants have worked throughout the program are given considerable attention. Successful health management cases are reviewed and the action implications of adaptive management are explored. Participants will arrive at this final course with a well-developed change plan that can be presented to the larger group in a formal manner. The entirety of the former Venture sat in this time period, but now only the final let of the venture/impact project will be the focus at the start of course 5 much as it has been in the past. This requires extensive preparation prior to the course so that the change effort can be presented in the course formally, at the start of the course.