

## What will a traditional MBA never give you working in healthcare?

### Opinion Article

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One day I sat at a table next to 12 CEOs of large hospitals and asked them to put into paper the strengths and weaknesses of sending their managers to a traditional MBA.

The answers were absolutely against our project that started in 2016 and has since trained over 1500 executives in the health field.

Let's look at the strengths of doing a traditional MBA:

Networking - always great to meet other people from other places and exchange ideas about moments and benchmark

Knowledge of classes - Classes always yield a lot of interesting content and create repertoire for the executive to act in time for some challenge.

They didn't pass me anything else.

Let's go to the negative points:

Health Cases - Classes are usually built with cases for all sectors, and obviously the health sector appears a thousandth of a time within the wide arsenal of cases from other sectors.

Little knowledge about health issues - complex health issues are virtually forgotten in a traditional MBA, causing some frustration to healthcare executives.

Tests - Who in 2019 needs a test to check if they are learning or not? We are no longer in the high school. As an MBA teacher I can assure you, Tests are a great way to increase students' workload without increasing the cost.

Work groups - Work groups stress students more than

they teach. Executive students want to be faced with real challenges, not artificial projects, where the maxim is to ensure the presence of colleagues from other companies.

Diploma - I've interviewed over 1,000 people in my life and NEVER, absolutely never asked for a diploma. Time - 2 years in a course can be too long for a company to pay this bill and see results in so long term.

Theory and practice - it is believed that there is a distance between the two ones, and that distance can be the difference between success and what we have to look for.

Method - the method of the teacher who knows the issue and only releases the issue in a classroom has an outdated face.

With all that in hand we could think of an innovative model of education based on:

Sharing Practice, Short time, more practice and less theory, Discussion method with demands and results, without such a diploma, No Tests, no group work other than joint work during the meeting period, No classrooms, Many cases Hospital tours.

All of this would be like the foundation of a method, but the backbone of the project was still missed, which would be the Knowledge Trail to be traveled over a period, such as a year.

For this we think about the management of a health organization and its main demands and we created with this the name TRACK, which organizes the content in the year and prioritizes them in the midst of so much content:

- Economics & Scenarios
- Strategy Project Management
- Sustainability
- Patient Safety
- Marketing & New Business
- Commercial Management
- Financial Management
- Patient Experience
- Supply Chain
- People & Change Management
- Information Technology
- Innovation Corporate
- Governance
- Clinical Management

With all these matters in hand, an executive can look at the operation of a hospital from above, with a systemic, procedural and chained vision to generate value for all stakeholders involved.

An educational program should also use existing classroom content to enable a true exchange of knowledge.

We believe in the Glasser pyramid that says (Figure 1).

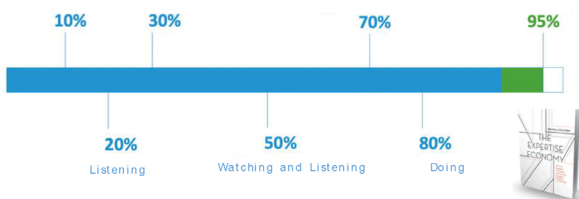


Figure 1: Glasser pyramid

How we learn

We also believe that classrooms are outdated for all purposes. They work for some activities, but not for all ages.

We then proposed classes in loco, inside hospitals and the results were spectacular.

As a result, executives learn by seeing and can put problem-solving ideas in the act.

About Q&A

We encourage our clients to bring effective demands from their companies to ask objective questions and thus bring solutions to real challenges for their managers.

The method also brings a clear view of return on the investment of classes and meetings, making managers stop questioning about the time spent on each activity and yes, focusing on the quality of the suggested results.

Executives who are outside the city of Sao Paulo, Brazil, our first region

We believe in distance learning, but more than that, we believe in the good use of distance learning through a hybrid path. We record everything we do with the updated equipment. We send all the material to a very qualified producer and we edit all the material with focus on learning from customers who are out of this region. Based on this demand we built a portal with simple features, quick clicks so that executives from outside of SP can easily view all subjects and classes, cases and tours.

One app assists mobile versions so that same executives can easily and quickly look and check on the go. Executives are not kids, you don't need to track everything, you must give them those tools and follow de results inside your company.

For those who follow our model, we pursue Blended Learning, or the hybrid version of the two models, where executives gather at their own hospital and watch the videos together, sharing their insights and improvements from their own organizations. We believe that with this there is greater engagement and may result.

Learning using business games and design thinking tools is also an interesting way to put executives in the face of real challenges yet subjected to unseen solutions. We clearly understand the role of the diploma as a way of certifying executives for their new career paths, and we certify all our executives.

This has enabled us in just 3 years to certify over 1,000 executives across our platforms: in-person, distance learning and international immersion.