UT Tyler SOULES COLLEGE OF BUSINESS
Executive MBA
Healthcare Management

SYLLABUS – FALL 2022

COURSE NUMBER	MANA 5395
COURSE TITLE	Formulating and Implementing Strategy
INSTRUCTOR	Leon Leach
EMAIL	lleach@uttyler.edu
PHONE	(713)828-5666
OFFICE HOURS	By Appointment
CLASS MEETINGS	Ref. EMBA Cohort Schedule

I. COURSE OVERVIEW

MANA 5395 is the capstone course, a practicum if you will, that integrates and applies your EMBA skills. Students will be expected to adopt a top executive's view on strategically positioning their entity for success in a competitive marketplace. Industry analysis, planning and implementation of competitive strategies, evaluation of strategic alternatives, utilization of appropriate controls and the evaluation of the administrative processes are emphasized. Several prominent guest lecturers, practical experts in their fields, will enhance your ability to adopt a top executive's view.

II. REQUIRED TEXT

Strategic Healthcare Management: Planning and Execution, Second Edition
Stephen L. Walston, PhD
ISBN: 9781567939606

Playing to Win: How Strategy Really Works
A.G. Lafley, and Roger L. Martin

Academic Medical Centers: A Framework for Strategic Repositioning
Leon J. Leach, PhD

III. STUDENT LEARNING OUTCOMES

Upon completion of this course, students should be able to critically evaluate the strategic actions of various health care entities. This will require integrating and applying different concepts and techniques from prior courses in the business curriculum to develop an understanding of the business environment and the processes through which organization strategy is formulated and implemented. Student goals by end of course should reflect:

- ➢ Selection of a capstone project.
- ➢ Thoroughly have researched the strategic opportunities, challenges and alternatives therein.
- ➢ Presented and defended a proposal (both oral and written) for critical review to the class and possibly a Guest Lecturer.
- ➢ Graduate with a "business ready" idea for implementation!

IV. SOULES COLLEGE OF BUSINESS CORE VALUES

Professional Proficiency   Social Responsibility
Technological Competence   Ethical Courage
Global Awareness

V. GRADING POLICY

Grade Distribution	
Capstone project	40%
Guest Lecturer Engagement & Class Participation	25%
Weekly Reflections	35%

Final Grades		
A	=	90% +
B	=	80% - 89%
C	=	70% - 79%
D	=	60% - 69%
F	=	<60%

VI. ATTENDANCE/WEEKEND MAKE-UP POLICY

The Executive MBA Healthcare Management program is a face-to-face weekend cohort model. It is expected that executive students are present face-to-face in COB 321 on the outlined weekends. In some cases, extenuating circumstances may warrant special accommodations to be made between the student and faculty member. Students are expected to contact and receive prior approval from the faculty member.

VII. FALL 2022 COHORT WEEKENDS

MANA 5395 Formulating and Implementing Strategy Cohort Meeting Dates

1. September 10, 2022 (Saturday) 10a-4p
2. September 23, 2022 (Friday) 5p-9p and September 24, 2022 (Saturday) 8a-10a
3. October 8, 2022 (Saturday) 10a-4p
4. October 21, 2022 (Friday) 5p-9p and October 22, 2022 (Saturday) 8a-10a
5. November 5, 2022 (Saturday) 10a-4p
6. November 18, 2022 (Friday) 5p-9p and November 19, 2022 (Saturday) 8a-10a
7. December 3, 2022 (Saturday) 10a-4p

VIII. CONTENT

<u>40% - CAPSTONE PROJECT:</u> The capstone project is a real-world business problem/challenge/opportunity, ideally in the health care arena**, selected by the student and approved by the professor**. A succinct one pager, or a documented "elevator pitch" can serve as the basis for the proposed capstone project which will be due in class Week 2, Friday September 23rd at 5pm. The Capstone Project is due Week 6, Friday November 18th at 5pm. Presentations will take place Week 6 and Week 7; students will be assigned their presentation order Week 1. Presentations are limited to 15minunte with 5 minutes for questions. [See rubric below]

<u>25% - ENGAGEMENT:</u> Throughout this course, executive students will have an incredible opportunity to learn from the professionals that formulate and implement strategy for some of the finest healthcare institutions in the state of Texas during the *Who's Who* series. The expectation is that executive students are engaged during these presentations; students are expected to actively participate, ask meaningful well-developed questions, and provide feedback. [See rubric below] While the individual visiting schedule for each lecturer is not yet finalized, we have commitments from those responsible for formulating and implementing the strategies of the following healthcare institutions:

- Kim David– Baylor College of Medicine
- Kevin Dillion – UT Health Science Center - Houston
- Weldon Gage – Texas Children's
- Alec King – Memorial Hermann
- Chris McKee – MD Anderson
- Ben Melson – Dell School of Medicine, Retired MD Anderson
- Dwain Morris – UT Tyler, former Dell School of Medicine

<u>35% - REFLECTION:</u> Each week, executive students will be expected to develop a reflection based on the class experience. Reflections should be well developed and introspective centered on key takeaways that can help you in the future. Reflections may address questions such as, but not limited to: What was most meaningful to you? What did you hear that you want to remember in 5-10 years from now? Were there any 'aha' moments? Was there anything that will help you with your capstone project? Offer an analysis about how you plan to apply what you learned to your organization as a healthcare leader. Paper format: 2 - 3 page double spaced pages, Times New Roman 12pt font – or Calibri 11pt font. Proper citation is expected. Reflections are due the Saturday following the cohort weekend. [See rubric below]

Expectations will be explained in reference to the "quality and quantity" of participation at the first class meeting of the semester.

IX. UNIVERSITY POLICIES

HTTPS://WWW.UTTYLER.EDU/ACADEMIC-AFFAIRS/FILES/SYLLABUS_INFORMATION_2021.PDF

X.   CALENDAR

Week	Content	Who's Who Speaker	Readings	Due
1	Getting to know you… Course Requirements & Expectations Leach: Academic Medical Centers: A Frame Work for Strategic Repositioning Watson: Part I Introduction	Alec King, Executive Vice President & Chief Financial Officer – Memorial Hermann Health System	(read prior to week 1) Leach: Academic Medical Centers: A Frame Work for Strategic Repositioning **Chapter 1**	-Class Engagement -Reflection Essay
2	Watson: Part II Core Concepts of Strategy Capstone Project Proposal and Discussion	TBD	**Chapters 2, 3, 4, & 5** (see Preface xviii for competencies developed)	-Capstone Project Proposal -Class Engagement -Reflection Essay
3	Watson: Part III Organizational Purpose Watson: Part IV Understanding Organizational Position	Weldon Gage, Executive Vice President & Chief Financial Officer – Texas Children's Hospital	**Chapter 6** (see Preface xviii for competencies developed) **Chapter 7, 8, & 9** (see Preface xix & xx for competencies developed)	-Class Engagement -Reflection Essay
4	Watson: Part V Plans for Achieving Mission and Vision	Dwain Morris, Executive Vice President, Administration/Chief Business Officer – UT Tyler. Former Chief Administrative & Financial Officer, UT Dell Medical School	**Chapters 10 & 11** (see Preface xx & xxi for competencies developed)	-Class Engagement -Reflection Essay
5	Watson: Part VI Implementing Strategies Watson: Part VII Monitoring Strategic Achievement	Kevin Dillion, Senior Executive Vice President & Chief Operating Officer – University of Texas Health Science Center - Houston	**Chapters 12, 13, & 14** (see Preface xxi for competencies developed) **Chapter 15** (see Preface xxii for competencies developed)	-Class Engagement -Reflection Essay

Week	Content	Who's Who Speaker	Readings	Due
6	Capstone Project Presentations	Kim David, Senior Vice President and Chief Business Officer at Baylor College of Medicine Sean Ryan, Chief of Staff	N/A	-Capstone Project Due -Class Engagement -Reflection Essay - Presentations Part 1
7	Capstone Project Presentations	Peter Pisters, President MD Anderson Cancer Center Chris McKee, Senior Vice President, Business Affairs · MD Anderson Cancer Center Ben Melson, Interim Chief Administrative & Financial Officer, UT Dell Medical School. Former Senior Vice President and Chief Financial Officer – MD Anderson	N/A	-Class Engagement -Reflection Essay - Presentations Part 2

Rubric - ENGAGEMENT **- 20 Points** student are expected to actively participate, ask meaningful well-developed questions, and provide feedback

Criteria/Points	0 Point Doesn't Meet Standards	1 Point Needs Improvement	2 Points Needs Some Improvement	3 Points Meets Expectations	4 Points Mastered
Active engagement during executive weekend through evidence of asking thought provoking question(s)					
Feedback provided during class demonstrates mastery of content.					
Depth & relevance of active participation in class relates to the content presented.					
Professionalism demonstrated in interaction among peers and with presenters.					
Engagement is delivered in a concise, comprehensive, and content rich manner.					

Rubric - <u>REFLECTION</u> - 40 points

Criteria	2 Doesn't Meet Standards	4 Needs Improvement	6 Meets Expectations	8 Mastered
Competency Selection of topic(s), relevant examples articulated, usage of the text book supports competency understanding	Competency lacks focus and relevance with no/minimal support/structure	Competency would benefit with more focus, relevance, support/structure	Competency is adequately focused, relevant support/structure	Competency is highly focused and relevant. Competency is well validated and author demonstrates subject matter mastery
Content and Flow Suitable introduction and flow throughout the paper with consistency of ideas between topics	Content doesn't flow smoothly, is lacking consistency of ideas, is too wordy and unclear	Some of the content doesn't flow smoothly, support is needed to transition between ideas, some parts are wordy and unclear	Most of the content flows smoothly, there is adequate support between ideas, content is generally clear and understandable	Content flows smoothly with effective transition between ideas, content is clear and on point
Grammar Appropriate grammar is utilized. Smooth articulation of material Appropriate citation (APA)	Paper has several grammatical errors; incomplete sentences, utilizes jargon and delivery of material is unclear Word usage is at required amount	Paper has some grammatical errors; incomplete sentences, utilizes jargon and delivery of material is somewhat unclear Word usage is at required amount	Paper has few grammatical errors; incomplete sentences, utilizes jargon and delivery of material is understandable Word count is at required amount	Paper has no grammatical errors; incomplete sentences, jargon and delivery of material is clean and concise Word usage is at required amount
Source Usage (textbook, articles, etc.) Extracting examples using sources and referencing to real life examples that supports mastery of topic(s) selected	Little or no sources used to provide support for major ideas	Some sources used to provide support for major ideas	Adequate sources used to provide support for major ideas	Effective use of sources used to provide support for major ideas
Overall Delivery Appropriate time spent on understanding the topic(s), and written articulation that is comprehensive and provides actionable ability to demonstrate the competency	Little to no understanding of the competency nor ability to demonstrate actionable skill	Some understanding of the competency and ability to demonstrate actionable skill	Adequate understanding of the competency and confident ability to demonstrate actionable skill	Effective understanding of the competency and confident/competent ability to demonstrate actionable skill

Rubric – <u>CAPSTONE PROJECT</u> - 40 points written paper, 40 points presentation

	WRITTEN PAPER			
Criteria	2 Doesn't Meet Standards	4 Needs Improvement	6 Meets Expectations	8 Mastered
Competency Selection of competency, relevant examples articulated, usage of the text book supports competency understanding	Competency lacks focus and relevance with no/minimal support/structure	Competency would benefit with more focus, relevance, support/structure	Competency is adequately focused, relevant support/structure	Competency is highly focused and relevant. Competency is well validated and author demonstrates subject matter mastery
Content and Flow Suitable introduction and flow throughout the paper with consistency of ideas between competencies	Content doesn't flow smoothly, is lacking consistency of ideas, is too wordy and unclear	Some of the content doesn't flow smoothly, support is needed to transition between ideas, some parts are wordy and unclear	Most of the content flows smoothly, there is adequate support between ideas, content is generally clear and understandable	Content flows smoothly with effective transition between ideas, content is clear and on point
Grammar Appropriate grammar is utilized. Smooth articulation of material Appropriate citation (APA)	Paper has several grammatical errors; incomplete sentences, utilizes jargon and delivery of material is unclear Word usage is at required amount	Paper has some grammatical errors; incomplete sentences, utilizes jargon and delivery of material is somewhat unclear Word usage is at required amount	Paper has few grammatical errors; incomplete sentences, utilizes jargon and delivery of material is understandable Word count is at required amount	Paper has no grammatical errors; incomplete sentences, jargon and delivery of material is clean and concise Word usage is at required amount
Source Usage (textbook, articles, etc.) Extracting examples using sources and real life examples that supports mastery of competency selected	Little or no sources used to provide support for major ideas	Some sources used to provide support for major ideas	Adequate sources used to provide support for major ideas	Effective use of sources used to provide support for major ideas
Overall Appropriate written articulation that is comprehensive and provides actionable ability to demonstrate the competency	Little to no understanding of the competency nor ability to demonstrate actionable skill	Some understanding of the competency and ability to demonstrate actionable skill	Adequate understanding of the competency and confident ability to demonstrate actionable skill	Effective understanding of the competency and confident/competent ability to demonstrate actionable skill

PRESENTATION				
Criteria	2 Doesn't Meet Standards	4 Needs Improvement	6 Meets Expectations	8 Mastered
Content Selection of topic and relevant examples selected. Overall content of competency presented	Topic lacks focus and relevance	Topic would benefit with more support structure	Topic is adequately focused and relevant	Topic is highly focused and relevant. Presentation contains subject matter mastery
Presentation Flow Suitable introduction and flow throughout the presentation with consistency of competency between topics	Presentation doesn't flow smoothly, is lacking consistency of ideas, is too wordy and unclear	Some of the presentation doesn't flow smoothly, support is needed to transition between ideas, some parts are wordy and unclear	Most of the presentation flows smoothly, there is adequate support between ideas, presentation is generally clear and understandable	Presentation flows smoothly with effective transition between ideas, presentation is clear and on point
Time & Tempo Appropriate speed of presentation. Smooth articulation of material. Presentation does not exceed or fall short of 15min w/ 5min Q/A	Presentation too slow/fast with poor direction and unclear delivery of material	Some of the speed of the presentation did not flow at an appropriate speed along with the delivery of material	Adequate speed of the presentation flowed at an appropriate rate along with the delivery of the material	Effective speed of the presentation, and appropriate support provided with the delivery of the material
Source Usage (textbook, articles, etc.) Extracting examples using sources and referencing to real life examples that supports mastery of competency selected	Little or no sources used to provide support for major ideas	Some sources used to provide support for major ideas	Adequate sources used to provide support for major ideas	Effective use of sources used to provide support for major ideas
Delivery Engaged audience, personal appearance, eye contact, body language, enthusiasm/energy, posture, effective use of visual aids. Overall confidence at the level of a subject matter expert	Little to minimum; audience engagement, eye contact, body language, enthusiasm/energy, use of visual aids. Lacking confidence on the subject presented	Some; audience engagement, eye contact, body language, enthusiasm/energy, use of visual aids. Some confidence on the subject presented	Adequate; audience engagement, eye contact, body language, enthusiasm/energy, use of visual aids. Adequate confidence on the subject presented	Effective and clear; audience engagement, eye contact, body language, enthusiasm/energy, use of visual aids. Effective confidence on the subject presented