



## SYLLABUS – SPRING 2025

<b>COURSE NUMBER</b>	EMBA/MANA 5345
<b>COURSE TITLE</b>	Strategic Leadership Processes
<b>INSTRUCTOR</b>	Dr. Jessica A. McCann
<b>EMAIL</b>	<a href="mailto:Jessicamccann@uttyler.edu">Jessicamccann@uttyler.edu</a>
<b>PHONE</b>	713-382-7710
<b>OFFICE HOURS</b>	By Appointment

### I. COURSE OVERVIEW

Leaders are made – not born – and this course invites future healthcare providers to embark on a journey of enhancing their leadership skills and influential capabilities.

Exceptional leadership is built on a foundation of competencies, critical thinking, and judgment. This semester, we will study an outline of critical leadership skills and tools to develop effective influence, no matter your position or title. It introduces four cornerstones and 16 competencies that provide the framework needed to gain knowledge and personal empowerment and provide guidance for exceptional healthcare leaders.

### II. CATALOG DESCRIPTION

Focuses on exploring frameworks and competencies of strategic leadership within a healthcare context. Leadership processes and skills will be applied to topics of coordination between and among healthcare units, managerial and operational control systems, decision-making, communication, and the development of leadership capabilities within the organization.

<https://uttyler.smartcatalogiq.com/2023-2024/catalog/courses/emba-executive-mba/5000/emba-5345/>

#### REQUIRED TEXT

Dye, C. F., & Garman, A. H. (2015). *Exceptional Leadership: 16 Critical Competencies for Healthcare Executives* (2nd ed.). Chicago, IL: Health Administration Press.  
ISBN: 978-1-56793-673-5

Video resources, discussion boards, articles and other supplemental content will be posted on Canvas.

### III. STUDENT LEARNING OUTCOMES

This course will give students competencies that will establish the foundation for becoming exceptional healthcare leaders. This course will use readings, lectures, case studies, group interactions, and reflections to promote the application of competencies with interactive examples.

- To gain in-depth knowledge on cultivating self-awareness: leading with conviction, understanding emotional intelligence, and the impact on healthcare organizations.
- To develop a compelling vision: the ability to articulate vision and earning trust and loyalty.



- To understand the fundamentals of being authentic: listening attentively, providing honest and open feedback, mentoring, developing high performance teams, and energizing staff.
- To participate in discussions on masterful execution: generating informal power, building a true consensus, mindful decision making, driving results, stimulating creativity, and cultivating adaptability.

**IV. SOULES COLLEGE OF BUSINESS CORE VALUES**

Professional Proficiency	Social Responsibility
Technological Competence	Ethical Courage
Global Awareness	

**V. GRADING POLICY**

Grade Distribution	
Discussion Board & Participation	100 points
Mini-Assignments	20 points
Case Study Reflection	40 points
Final Presentation	40 points

Grade Scale		
A	=	180 - 200
B	=	160 - 179
C	=	140 - 159
D	=	120 - 139

**VI. ATTENDANCE/PARTICIPATION MAKE-UP POLICY**

The EMBA/MANA 5345 course offered through the Healthcare Leadership Distinction Program is a structured, yet flexible, experience designed to complement the rigorous medical education provided to our MD and PharmD students. Most of the learning in this course happens **asynchronously**. Students will be expected to read, watch, and learn the content for each module within the timeframe outlined (about 2 weeks per module). This course leverages Canvas as its primary platform for content, discussion, and assignments.

It is important to understand that this is not a self-paced class or an independent study. You will have assigned deadlines, and work must be submitted on time and will not be accepted late. You may not save up your assignments to complete in the last weeks or days of the semester. One critical part of this class is regular interaction with other students and with me, your instructor. Each assignment sequence must be completed on schedule – you can't work ahead or get behind and be successful.

There will be 2 optional synchronous sessions scheduled for 90-minutes via Zoom to supplement the classroom materials and create additional opportunities for discussion, networking, and application of the content. These sessions will be scheduled based on preferences of the participants and availability of the instructor. The dates and times for synchronous sessions will be determined in the first week of the course.

It is expected that students will maintain their pace for learning, assignments, and interactions so that we can co-create a vibrant learning community. 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 for any such accommodation from the instructor.



## VII. COURSE CONTENT

As healthcare professionals, students will be afforded the opportunity to practice their communication and presentation skills through oral and written interactions. The use of Grammarly or another proofreading software is *highly* recommended. Please use AI tools responsibly and ethically. This course is designed to help you explore your own leadership core values and develop deeper leadership competencies. That cannot happen unless YOU are thinking, synthesizing, and reflecting on your experiences and intentions.

**Textbook Chapters** – The course textbook will drive the learning journey in this program. Each module will involve reading a few chapters of the textbook. It is critical to student success to read the textbook and apply the learning in their discussions and exercises.

**Recorded Lecture Videos** – Recorded lectures from the instructor will be posted as another modality to engage with the course content. It is expected that students read the textbooks chapter prior to viewing the lectures or engaging in the module activities. Please note, the videos will cover highlights and some aspects of the text. The lectures will not cover all material from the textbook, some of which may be important for assignments, discussions, or other graded elements of the course.

**PowerPoint Slides** – PowerPoint slides will be posted for each chapter covered in the course and should be used as a supplement, not a substitution for chapter reading.

**Organization, Analysis, and Design Assessment (OAD)** – This personality assessment is an important tool in helping you grow in both self-awareness and interpersonal skills. Students enrolled in this course will have the opportunity take the OAD assessment and have the option of scheduling a coaching debrief session with one of UT Tyler’s certified practitioners. The intent of this resource is to help emerging healthcare leaders by providing an objective lens about their personality and skills. This insight may influence how you navigate your career, manage professional relationships, and continue your professional growth.

## VIII. ASSIGNMENTS/GRADED WORK

### **Mini-Assignments – 5 points each**

The Mini-Assignments are the practical application of learning to your own life. It is a method to delve a bit further into your own leadership style. It is a means to put pen to paper and convey the "why" and "how" of your leadership. Answer the queries/reflections in Canvas for full points credit.

### **Discussion Board – 20 points each**

Each module will include a discussion board for students and the instructor to engage on various topics related to the course material. You will utilize readings and information from the class content to inform your discussion. Please remember to be respectful and use your critical thinking skills in these interactions. Students are required to post answers to instructor-posted questions by the first Sunday at 11:59 pm CT of each module and post comments to two peers by the following Sunday at 11:59 pm CT. A discussion board rubric is provided.



**Discussion Board Rubric**

Criteria/Points for leading the discussion and subsequent responses.	4 Mastered Concept	3 Meets Expectations	2 Needs Some Improvement	1 Needs Improvement	0 Doesn't Meet Standards
Initial evidence of thought-provoking response(s) with a comprehensive understanding of discussion questions.					
Each discussion question is answered fully and comprehensively, with the student demonstrating content knowledge.					
Student uses evidence/support/class reading/other research to support their arguments or thoughts. Proper grammar, punctuation, and sentence structure are utilized.					
The depth and relevancy of responses to other students' contributions includes examples and content-related comprehension.					
Discussion and debate remain courteous, thoughtful, civil, and respectful.					

**Case Study Reflection - 40 points**

A leadership-focused scenario-based case study will be presented during one module via lecture. Each student will submit a reflection paper whereby they provide an executive summary of their analysis and take a position on the case. The expectation is that students will support their decision with critical thinking using data, facts, and/or conceptual frameworks, perhaps with additional research to support the conclusion. The paper will be limited to 3 pages, double-spaced (not including references or title page) in 12-point Times Roman with 1” margins using [APA](#) style writing and appropriate *reference citations*. The paper should be clear, specific, and concise. The completed paper is due on **Friday, March 7th, at 11:59 CT.**

**Case Study Reflection Rubric**

Criteria	8 Mastered Concept	6 Meets Expectations	4 Needs Improvement	2 Doesn't Meet Standards
<b>Analysis &amp; Reflection</b> Demonstration of organization of ideas, critical thinking and executive decision-making abilities. Evidence of weighing				



competing priorities or information and re-examining initial, reactive thinking.				
<b>Support and Content</b> Proficient use of the in-class materials and other additional resources to provide support for the arguments made/positions taken.				
<b>Conclusion</b> A clear and definitive position is taken on the case with supporting evidence. Logical connection between argument and the final conclusion.				
<b>Grammar &amp; Style</b> Appropriate grammar is utilized. Logical flow to argument is present. Appropriate citation (APA).				
<b>Overall Delivery</b> Well-formed discussion and content with relevant information presented.				

**Final Presentations 40 points**

Using the competency and content from the readings, case studies, and other sources, students will present a 7–10-minute presentation via uploaded video based on their assigned competencies. The anticipated outcome is to demonstrate your knowledge of exceptional leadership, leveraging your competencies and applying them to real-world situations with examples, data, and the use of critical thinking. Collegial feedback is required for your classmates’ presentations. A feedback form will be provided; please submit your evaluations to the instructor and do not comment directly on your classmates’ videos. The video submissions are due **Monday, April 21<sup>st</sup> by 11:59 pm** with peer evaluation comments due via Canvas to the instructor the following **Friday, April 25<sup>th</sup> by 11:59 pm**.

Criteria	8 Mastered	6 Meets Expectations	4 Needs Improvement	2 Doesn't Meet Standards
<b>Content</b> Selection of topic and relevant examples selected. Overall content of competency presented				
<b>Presentation Flow</b> Suitable introduction and flow throughout the				



presentation with consistency of ideas between topics				
<b>Time &amp; Tempo</b> Appropriate speed of presentation. Smooth articulation of material				
<b>Source Usage (textbook, articles, etc.)</b> Extracting examples using sources and referencing to real life examples that supports mastery of competency selected				
<b>Delivery</b> 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				

**IX. CALENDAR**

Module	Content & Chapters	Module Dates	Due
1	<b>Well Cultivated Self-Awareness</b> Chapter 1 & Chapter 2	January 13 to January 24	<b><u>Mini-Assignment</u></b> Due: Fri, Jan 17 11:59 pm  <b><u>Discussion Board</u></b> Post Due: Mon, Jan 20 11:59 pm Comments Due: Fri, Jan 24 11:59 pm
2	<b>Compelling Vision</b> Chapter 3, Chapter 4, Chapter 5	January 27 to February 7	<b><u>Mini-Assignment</u></b> Due: Fri, Feb 7 11:59pm  <b><u>Discussion Board</u></b> Post Due: Mon, Feb 3 11:59 pm Comments Due: Fri, Feb 7 11:59 pm
3	<b>A Real Way with People</b> Chapter 6, Chapter 7, Chapter 8	February 10 to February 21	<b><u>Discussion Board</u></b> Post Due: Mon, Feb 17 11:59 pm Comments Due: Fri, Feb 21 11:59 pm
4	<b>A Real Way with People - continued</b> Chapter 9, Chapter 10, Chapter 11	February 24 to March 7	<b><u>Case Study Reflection</u></b> Due Fri, Mar 7 11:59 pm
5	<b>Masterful Execution</b> Chapter 12, Chapter 13, Chapter 14	March 10 to March 28	<b><u>Mini-Assignment</u></b> Mon, Mar 24 11:59pm



			<u><b>Discussion Board</b></u> Post Due: Mon, Mar 17 11:59 pm Comments Due: Fri, Mar 28 11:59 pm
6	<b>Masterful Execution - continued</b> Chapter 15 & Chapter 16	March 31 to April 11	<u><b>Mini-Assignment</b></u> Fri, Apr 11 11:59pm  <u><b>Discussion Board</b></u> Post Due: Mon, Apr 7 11:59 pm Comments Due: Fri, Apr 11 11:59 pm
7	<b>Final Presentations</b>	April 14 to April 25	<u><b>Final Presentation</b></u> Video post due: Mon Apr 21 11:59 pm Peer evaluation comments due: Fri Apr 25 11:59 pm

**X. COURSE COMMUNICATION**

The primary mode of communication for this course will be through Canvas. I will make announcements to the entire class through the Canvas Announcements function. You can also reach me via the Inbox/Messaging function of Canvas. Generally I will replay to emails within Canvas within 24 hours and will provide feedback on assignments within one week of submission. If you have a general question, you may also post it on the Discussion Board.

If you are having trouble with the course, its material, or your academic responsibilities, you should contact me directly via email or text to discuss the issues.

**XI. ACADEMIC CALENDAR SPRING 2025**

For the most up-to-date academic calendar for your degree program, please refer to the Academic Calendar resource page for UT Tyler at: <https://www.utt Tyler.edu/academics/academic-calendar/>

**XII. Supplemental Synchronous Meeting Dates**

These dates will be determined during the first week of class. These sessions will be optional and the conversation will focus on networking, discussing application of the course concepts, and any questions/feedback related to assignments.

**XIII. ONLINE CLASS RESOURCES**

- [Grammarly](#) is *highly* recommended to spot common writing mistakes.
- [Purdue Owl](#) offers free APA citation support to ensure that original content is cited correctly.
- [Google Scholar](#) a free search engine for peer-reviewed articles to substantiate academic content
- [UT Tyler Library](#) a free search engine for articles, books, etc.
- [Perrla](#) is a formatting software that helps with APA format and citations.



XIV. UNIVERSITY POLICIES

[HTTPS://WWW.UTTYLER.EDU/ACADEMIC-  
AFFAIRS/FILES/SYLLABUS\\_INFORMATION\\_2021.PDF](https://www.uttyler.edu/academic-affairs/files/syllabus_information_2021.pdf)