



SYLLABUS – FALL 2024

COURSE NUMBER	MANA 5395
COURSE TITLE	Formulating and Implementing Strategy
INSTRUCTOR(S)	Leon Leach and Kerrie Anne Ambort-Clark
EMAIL	lleach@uttyler.edu kaclark@uttyler.edu
PHONE	(903)565-6528
OFFICE HOURS	By Appointment
CLASS MEETINGS	Ref. EMBA Cohort Schedule

I. COURSE OVERVIEW

MANA 5395 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

The Effective Executive: The Definitive Guide to Getting the Right Things Done

Drucker, Peter F.

ISBN 13: 9780062574343

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 final 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

We value the role that business plays in recognizing, responding to, and solving societal problems: quality education, gender equality, decent work and economic growth, reduced inequality, and industry, innovation and infrastructure.

We value existing and emerging industry standards and needs that make our learners competitive in the marketplace.

We hold ourselves to the highest ethical standards and responsibly manage the resources of the Soules College of Business.

We respect and value diversity in ideas, peoples, and cultures.

V. GRADING POLICY

Grade Distribution	
Final project	50%
Guest Lecturer Engagement & Class Participation	25%
Weekly Reflections	25%

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. COHORT WEEKENDS

MANA 5395 Formulating and Implementing Strategy Cohort Meeting Dates

- W1 September 14th 10am-4pm
- W2 September 28th 10am-4pm
- W3 October 12th 10am-4pm
- W4 October 25th 5pm-9pm, October 26th 8am-10am
- W5 November 1st 5pm-9pm, November 2nd 8am-10am
- W6 November 15th 5pm-9pm, November 16th 8am-10am
- W7 December 7th 10am-4pm



VIII. CONTENT

IX. 50% - FINAL PROJECT: The final project serves as professional milestone for executive students to showcase their skills in implementing a strategy, outlined through a professional paper and presentation, based on something one is currently faced with in their professional life or interested in proposing. Alternatively, executive students may elect to identify a strategic leader whose style they would most like to emulate for the final project paper and presentation. **Topics are to be approved by the professor(s)**. A succinct one page “elevator pitch”, due in class Week 2 at 10am, will serve as the basis for the proposed project. Final Project Paper is due in Canvas Week 6 on Sunday by 11:59pm. Final Project PowerPoint Presentation is due in Canvas Week 7 on Saturday by 8:00am Presentations will take place Week 7 at 10am. 40 points for final paper, 40 points for presentation, 20 points for evaluations. Presentations are limited to 15 minutes total, per student: 10 minutes for presenting with 5 minutes for questions.

25% - ENGAGEMENT: 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. Expectations will be explained in reference to the “quality and quantity” of participation at the first-class meeting of the semester. We have commitments from those responsible for formulating and implementing the strategies of the following healthcare institutions:

- UT Health Science Center - Houston
- Memorial Hermann
- Texas Children’s
- Dell School of Medicine
- UT Tyler School of Medicine
- Ardent Health
- Baylor College of Medicine
- UT MD Anderson Cancer Center

25% - REFLECTION: 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 final project? Offer an analysis about how you plan to apply what you learned to your organization as a healthcare leader. Paper format: 1 - 2 double spaced pages, Times New Roman 12pt font – or Calibri 11pt font. Proper citation is expected when appropriate. Reflections are due the Saturday following the cohort weekend. [See rubric below]

X. UNIVERSITY POLICIES ← linked



XI. 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	Alum: Samantha Trimble – St. David's HealthCare Litton Schexnaidre – Ellimae Family Group & DBS Allergy Jamie Jack Dowell – CHRISTUS Good Shepherd	Prior to W1, please familiarize yourself with the following: <i>Leach: Academic Medical Centers: A Frame Work for Strategic Repositioning</i>	-Class Engagement -Reflection Essay
2	The Effective Executive Final Project Proposal and Discussion Who's Who Series	Kevin Dillion – UT Health Science Center - Houston Alec King – Memorial Hermann	The Effective Executive; Managing time	-Final Project Proposal -Class Engagement -Reflection Essay
3	The Effective Executive Who's Who Series	Weldon Gage – Texas Children's Dwain Morris – The University of Texas at Tyler, former Dell School of Medicine	The Effective Executive; Choosing what to contribute to the organization	-Class Engagement -Reflection Essay
4	The Effective Executive Who's Who Series	Dr. Julie Philley – The University of Texas at Tyler TBD	The Effective Executive; Knowing where and how to mobilize strength for best effect	-Class Engagement -Reflection Essay
5	The Effective Executive Who's Who Series	Kim David – Baylor College of Medicine (retired)	The Effective Executive; Setting the right priorities	-Class Engagement -Reflection Essay -Sat. 8-10am working project session
6	The Effective Executive Who's Who Series	Chris McKee – UT MD Anderson Dr. Peter Pisters – UT MD Anderson	The Effective Executive; Knitting all of them together with effective decision-making	- Fri. 5-9pm class will take place during the ACHE Annual Meeting -Reflection Essay -Sat. 8-10am working project session
7	Project Presentations	-	-	-Project Engagement - Presentations



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 - REFLECTION - 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 textbook 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 – FINAL PROJECT - 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 textbook 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