



SYLLABUS – FALL 2026

COURSE NUMBER	EMBA 5345.001
COURSE TITLE	Strategic Healthcare Leadership Processes
INSTRUCTOR	Daniel Deslatte, PhD
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PHONE	903.877.5077
OFFICE HOURS	By Appointment or During Residency Weekends
CLASS MEETINGS	See Cohort Weekend Sequence

I. COURSE OVERVIEW

EMBA 5345 examines the leadership of people, teams, and organizations in complex healthcare settings. Students learn to diagnose problems rooted in individual behavior, team dynamics, organizational structure, and mismanaged change and to adapt leadership responses appropriate to each. Content spans the psychology and philosophy of work and motivation, leadership theory and its empirical limits, organizational and agency theory, team performance and conflict, negotiation, change leadership, and organizational dysfunction and failure. Competing perspectives are presented as genuinely contested rather than settled. This course is heavily experiential: students lead structured debates on contested questions, analyze case studies relevant to healthcare, conduct live negotiation simulations, and synthesize course content into relevant, actionable frameworks. This is a graduate course, and as such, it will challenge students to expand the breadth and depth of their knowledge of leadership theories and apply that knowledge to professional practice within healthcare settings.

II. CATALOG DESCRIPTION

EMBA 5345 Strategic Healthcare Leadership Processes

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. [University of Texas at Tyler - EMBA5345](#)

III. REQUIRED TEXT/MATERIALS

Materials will be provided via a coursepack, posted on Canvas, or distributed during residency sessions.

IV. STUDENT LEARNING OUTCOMES

- Evaluate competing leadership theories and frameworks against evidence and apply those frameworks to professional practice in healthcare settings.
- Diagnose organizational problems, dysfunction, and failures using multiple levels of analysis (e.g., individual, team, organizational) and apply evidence-based practices to resolve problems and recover failure.
- Analyze the structural forces shaping executive behavior (e.g., agency relationships, governance, incentives, and information asymmetry) within complex healthcare organizations.
- Apply evidence-based approaches to building and assessing teams.



- Demonstrate negotiation competence across contexts, including preparation, value creation, and ethical judgment.

V. COURSE PHILOSOPHY & EXPECTATIONS

Leading a healthcare organization is a great privilege and an even greater responsibility. Patients and their families will rely upon you to lead and sustain an organization that cares for them in some of the most consequential moments of their lives. Employees will look to you to make sound judgement calls in the face of uncertainty. The community will expect you to foster trust and confidence in an industry that touches every single person and accounts for more than 20% of the gross domestic product of the United States.

The challenge of leading a healthcare organization will demand much of you. This course treats leadership as a set of testable claims about human behavior in organizations, not a set of inspirational maxims. Every session pairs a theoretical spine with case studies and simulations that will challenge you to apply knowledge and theory to real healthcare challenges. The point is not to get every case or simulation “right” but rather to be equipped with a knowledge base and tools to draw upon as the situation or challenge demands.

I expect you to treat this course with the same attention and care as you treat your professional responsibilities. In general, that means being prepared for class by completing the pre-work and by actively participating in class. Every residency weekend is both an opportunity to learn from others and an opportunity to teach others, so your experience (and that of your classmates) is as much a part of this learning experience as the material I will present.

I expect you to treat each other with respect and professionalism and to observe the rules of decorum consistent with any other professional setting.

VI. GRADING POLICY

Grade Distribution	
Case Studies	30%
Synthesis Assignments	30%
Negotiation Simulations	20%
Structured Discussions	15%
Residency Feedback Surveys	5%
Total	100%

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

Case Studies

Cases in this course are distributed in class, read in class, and discussed/analyzed in class. They are generally not circulated in advance. This is a design choice, as executive decisions are routinely made without adequate preparation time, on incomplete information, under time pressure, and in front of other people. Reading a case and forming a defensible position is itself the skill being practiced. Accordingly, no outside research on the case, the organization, or its eventual outcome is permitted. No use of generative AI tools may be used at any point in case analysis or discussion.



I will assess your work on case studies using the rubric below, but you should aim for quality of your contribution, not airtime. One comment that reframes the case or shifts the discussion outscores many comments that simply restate or summarize. Dominating discussion without advancing it is not rewarded.

Level	Pts	Description
Exceptional	6	Advances the discussion rather than adding to it. Builds on others by name, introduces evidence or frameworks from the course, changes how the room sees the case. Takes a position and defends it under challenge.
Strong	5	Contributes substantively and repeatedly. Engages the case's specifics rather than generalities. Listens and responds to others rather than waiting to talk.
Adequate	4	Present, prepared, contributes when called on. Contributions are accurate but do not move the discussion forward.
Minimal	2–3	Attends; contributes rarely or superficially. Or: dominates airtime without advancing the analysis.
Absent / unprepared	0–1	Absent, disengaged, or has clearly not read the case.

Synthesis Assignments

Following each weekend session, you will submit a synthesis assignment (maximum two pages). These are due by 11:59pm on the Thursday following each in-person weekend. My expectation is not a narrative paper with prose paragraphs, but rather sharp, executive-level bullet points that reflect synthesis of that week's content. The three sections are:

1. The Concept, Theory, or Idea: State a specific concept, theory, or idea from class and provide three bullet points synthesizing (a) your understanding/perspective before the class, (b) your understanding/perspective after class, and (c) what added the value (e.g., a reading, a moment in the discussion, a case detail, something a classmate said, etc.).
2. Application: One specific action you can take in your own organization that applies that knowledge or new perspective to practice. Note that “be more aware of...” is not an action but “ask my nurse managers at the October department meeting how many near-misses went unreported last quarter and how they would know” is a specific action.
3. Critique: At least one item from the session (e.g., the pre-work, a framework, a claim I made, or a discussion among students, etc.) that you think is wrong, oversold, lacks evidence, or just does not survive in the real world. Say why.

The point is synthesis, not length. You may use generative AI to refine your writing (e.g., editing, proofreading, etc.) but the content should be your original content, and the application should be clearly individual to you. You must explicitly state whether you used generative AI in your assignment, and if so, how. I will assess your submission using the rubric below:



Points	Criteria
5	Genuine synthesis; connects material across sessions or to specific experience; action is concrete and dated; dissent is substantive and reasoned.
4	Solid engagement; some synthesis; action specific; dissent present but thin.
3	Adequate but largely restates content; action vague; dissent perfunctory.
2	Summary only, or one or more sections missing.
0	Not submitted.

Negotiation Simulations

You will complete multiple negotiation simulations in class covering various contexts. While specific outcomes are not graded *per se*, we will openly discuss the deal struck and examine the variation among the class. You may not use generative AI for any portion of the negotiation simulations. The following rubric will be used to assess your performance in the negotiation simulations:

Component	Weight	Basis
Pre-Negotiation Strategy Sheet	40%	Completed in class before each round preparing negotiation strategy (e.g., BATNA, reservation price, target, ranked issue priorities, etc.)
Faculty Observation	20%	Faculty observation during rounds.
Post-Negotiation Analyses	40%	Substantive participation in analyses of results.

Structured Discussions

Once during the term, each student will lead a discussion of a portion of the assigned pre-work. The assignment schedule will be determined at Weekend 1, as it depends on the final class enrollment. We will discuss guidelines for the discussion during Weekend 1, but students will be given significant latitude to guide this discussion. You may use generative AI to help you prepare for this discussion. I will use the rubric below to evaluate this assignment:

Component	Weight	Evidence of Excellence
Command of the Material	50%	Accurate and beyond summary; brings examples the pre-work did not supply.
Facilitation and Engaging the Room	30%	Draws in multiple voices including quiet ones; responds to challenge rather than deflecting; the room speaks more than the leaders during open discussion.
Synthesis	20%	Articulates critiques of pre-work; translates concepts into practice; identifies areas in which covered topics may not apply.

Residency Feedback Surveys

A brief anonymous survey is completed in class at the end of each residency. Responses are anonymous and are never graded on content. The purpose is to provide me with genuine feedback on the course and allow the course to adapt while it is running rather than after it has ended.

VII. 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. Please refer to the specific course policy on attendance as outlined below.

This course is built on live case studies and analysis, structured discussions of content, and in-person negotiation simulations. As this course is highly experiential, 65% of the course grade derives from work that occurs in the classroom and cannot be replicated remotely or asynchronously. Attendance is therefore not a formality; it is the mechanism by which most of the grade is earned.

Planned Absence: Students who must miss a residency are expected to contact me in advance and receive approval. An absence may be made up through an alternative assignment requiring substantial effort. The negotiation simulations cannot be made up in any form, as the simulations require live counterparts. A student who misses this session may, at my discretion, have the negotiation component reweighted across remaining assignments with penalty.

Remote Attendance: Because case discussions, simulations, and in-class exercises depend on physical presence, virtual attendance is not a standard accommodation in this course. In genuinely extenuating circumstances, contact me directly, and we will determine an appropriate path.

VIII. CALENDAR & CONTENT

Week	Content	Pre-Work	In-Class	Due
1 — Sat, Sept 12	The Leader and Individuals. Topics include: work orientation; survey of individual behaviors and their impact on leadership; exchange theory and related concepts; burnout; leadership vs. management; the technical expert-to-leader transition.	“Becoming the Boss” (Linda A. Hill; Harvard Business Review) “Employee Motivation: A Powerful New Model” (Nohria, Groysberg, & Lee; Harvard Business Review) “What Leaders Really Do” (John Kotter; Harvard Business Review) Optional: “Why the Best Hospitals Are Managed by Doctors” (Stoller, Goodall, & Baker; Harvard Business Review)	Introductions Syllabus & Course Plan Work Orientation Exercise	Post-Residency Survey Synthesis 1 — Thu, Sept 17 by 11:59pm
2 — Sat, Sept 26	The Psychology of Leadership. Topics include: Leadership theory landscape; leader emergence vs. effectiveness; motivation of leaders; power, influence and LMX; styles across contexts.	“Leadership That Gets Results” (Daniel Goleman; Harvard Business Review) “The Work of Leadership” (Heifetz & Laurie; Harvard Business Review) LISTEN: “Why are there so many bad bosses?” (Freakonomics Radio Episode 495)	Student-Led Structured Discussions Case Studies	Post-Residency Survey Synthesis 2 — Thu, Oct 1 by 11:59pm
3 — Sat, Oct 10	The Leader and The Organization. Topics include: Why organizations exist; agency theory and its critics; governance and the board; managing up; leading horizontally.	Agency Theory Note on Canvas “Managing Your Boss” (Gabarro & Kotter; Harvard Business Review) “How Managers Become Leaders” (Michael D. Watkins, Harvard Business Review)	Student-Led Structured Discussions Case Studies	Post-Residency Survey Synthesis 3 — Thu, Oct 15 by 11:59pm



		"Five Ways to Wield Influence When You Lack Authority" (Pamela Meyer; Harvard Business Review)		
4 — Sat, Oct 24	Teams, Values & Conflict. Topics include: team composition; task vs. relationship conflict; values as culture; evaluating team members.	"What Google Learned From Its Quest to Build the Perfect Team" (The New York Times Magazine, February 25, 2016) "The Discipline of Teams" (Katzenbach & Smith; Harvard Business Review). WATCH: "Forget the Pecking Order at Work" (Margaret Heffernan, TED Women, 2015) "Reinventing Performance Management" (Buckingham & Goodall; Harvard Business Review)	Student-Led Structured Discussions Case Studies	Post-Residency Survey Synthesis 4 — Thu, Oct 29 by 11:59pm
5 — Nov 6–7	Fri, Nov 6: Leading Change. Topics Include: Kotter's model and its critics; Theory E vs. Theory O; sources of resistance. Sat, Nov 7: The Art & Science of Negotiation.	Leading Change Block: "Leading Change: Why Transformation Efforts Fail" (John P. Kotter; Harvard Business Review) "Cracking the Code of Change" (Beer & Nohria; Harvard Business Review) Negotiation Block: "Investigative Negotiation" (Malhotra & Bazerman; Harvard Business Review) WATCH: Deepak Malhotra on Negotiation (Courtesy of CNBC)	Student-Led Structured Discussions Negotiation Simulations	Post-Residency Survey Synthesis 5 — Thu, Nov 12 by 11:59pm
6 — Nov 20–21	EMBA 5345 does not meet this weekend.	N/A	N/A	N/A
7 — Sat, Dec 5	When Things Go Wrong. Topics include: The dark side of leadership; workplace deviance; the science of failure; difficult conversations.	"Narcissistic Leaders: The Incredible Pros, The Inevitable Cons" (Michael Maccoby; Harvard Business Review) "Taking the Stress Out of Stressful Conversations" (Holly Weeks; Harvard Business Review) LISTEN: Freakonomics Radio Ep. 562, "How to Succeed at Failing, Part 2: Life and Death"	Student-Led Structured Discussions Case Studies	Post-Residency Survey Synthesis 6 — Thu, Dec 10 by 11:59pm



IX. COHORT WEEKEND SEQUENCE

MANA 5320 Organizational Behavior

EMBA 5345 Strategic Healthcare Leadership Processes

MANA 5320 Organizational Behavior - Dr. Robert Carpenter rcarpenter@uttyler.edu

Weekend 1: September 11th and 12th 2026 (Fri. 5pm-9pm & Sat. 8am-10am)

Weekend 2: September 25th and 26th 2026 (Fri. 5pm-9pm & Sat. 8am-10am)

Weekend 3: October 9th and 10th 2026 (Fri. 5pm-9pm & Sat. 8am-10am)

Weekend 4: October 23rd and 24th 2026 (Fri. 5pm-9pm & Sat. 8am-10am)

~~**Weekend 5:** November 6th and 7th 2026 (MANA 5320 does not meet this weekend)~~

Weekend 6: November 20th and 21st 2026 (Fri. 5pm-9pm & Sat. 8am-4pm)

Weekend 7: December 4th and 5th 2026 (Fri. 5pm-9pm & Sat. 8am-10am)

EMBA 5345 Strategic Healthcare Leadership Processes - Dr. Daniel Deslatte ddeslatte@uttyler.edu

Weekend 1: September 12, 2026 (Sat. 10am-4pm)

Weekend 2: September 26, 2026 (Sat. 10am-4pm)

Weekend 3: October 10, 2026 (Sat. 10am-4pm)

Weekend 4: October 24, 2026 (Sat. 10am-4pm)

Weekend 5: November 6-7, 2026 (Fri. 5pm-9pm & Sat. 8am-4pm)

~~**Weekend 6:** November 20th and 21st 2026 (EMBA 5345 does not meet this weekend)~~

Weekend 7: December 4th and 5th 2026 (Sat. 10am-4pm)

X. UNIVERSITY POLICIES

[Student Resources](#)