

PUBHHMP 7684 – Health Services Strategy & Marketing
3 credits – Spring 2026
Monday/5:15-8 pm/Cunz 180

Course Instructor

Libbey Hoang, MHA, FACHE

MHA, The Ohio State University, May 1999

BS, Human Nutrition, The Ohio State University, May 1996

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Instructor’s Office Hours

Fridays, 2-3 pm, virtual

Faculty Feedback & Response Time

The following gives you an idea of my intended availability during the course:

- **Grading:** You can generally expect feedback within 7 days.
- **E-mail:** I will reply to e-mails (sent via nationwidechildrens.org email) within 2 business days (Mon – Fri). Text if urgent, and I will call or text when available.

Graduate Teaching Assistant (GTA)

Sophia Lou

Lou.215@buckeyemail.osu.edu

614-906-5985 (mobile)

Office Hours: Tuesdays 3:30-4:30 pm in Cunz 132

GTA Responsibilities

The GTA assigned to the course will hold regular office hours and assist any students who need help with class material. The TA will grade assignments; however, final grades will be assigned by the professor. **Any questions regarding grading should be directed to the professor and not the TA.**

Course Description

Healthcare organizations operate in a rapidly changing and increasingly competitive environment. Successful healthcare leaders can position their organizations for success and impact in this environment by applying a systematic strategic management approach. In this course, students will learn principles, discipline, and analytic tools that comprise successful strategy development and management in healthcare organizations. In this course, students will also actively develop teamwork and communication competencies that are critical for developing and advancing high impact strategies in healthcare organizations.

Prerequisites

Graduate standing in Health Services Management & Policy (MHA), or permission of instructor. Not open to students with credit for PUBHHMP 7631.

Course Learning Objectives

Course Objective	MHA Competency
1. Describe how current industry and market trends may impact organizational strategy for a wide variety of healthcare organizations	MHA 1, MHA 7
2. Analyze and interpret information from a variety of sources to complete comprehensive assessments of the external environment and internal organization to identify strategic opportunities and challenges	MHA 7, MHA 25
3. Appropriately apply research, analytic tools, and other techniques to identify and assess strategic alternatives and then synthesize findings to develop informed, decision-oriented strategic recommendations.	MHA 7, MHA 23, MHA 25
4. Apply knowledge of marketing and its unique applications in healthcare to develop a well-informed marketing plan to advance a specific organizational strategy.	MHA 1, MHA 7
5. Effectively synthesize and communicate complex material in written and presentation formats	MHA 15, MHA 17, MHA 21
6. Demonstrate effective teamwork by working with a group of peers to complete a complex project with multiple deliverables.	MHA 17, MHA 23, MHA 24

Competencies:

Competency	Level*
MHA 1: Organizational Management	B
MHA 7: Strategic & Business Planning	I
MHA 15: Impact and Influence	I
MHA 17: Collaboration and Working in Teams	I
MHA 21: Verbal Communication Skills	I
MHA 23: Project Management	I
MHA 24 Performance Management	B
MHA 25: Problem-solving and Decision Making	I

Text/Readings:

1. Zuckerman, Alan M, *Healthcare Strategic Planning, Third edition*, 2012
2. Harvard Business School Course Pack (several articles and cases) available for purchase (via link posted on Carmen): <https://hbsp.harvard.edu/import/1375727>
3. *Team Development & Effectiveness Assessment Handbook*, OSU Master of Health Administration Program (posted on Carmen)
4. Other required readings will be available via Carmen

Carmen

There is a Carmen site for this course: <https://carmen.osu.edu>. All course materials are available via Carmen.

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass - Adding a Device help article for step-by-step instructions (<https://admin.resources.osu.edu/buckeyepass/adding-a-device>)

- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application (<https://admin.resources.osu.edu/buckeyepass/installing-the-duo-mobile-application>) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Class Format: How this course works

- **Mode of delivery:** This class meets in-person one time per week. Classroom sessions will be discussion-oriented and designed to give students the opportunity to synthesize and apply content from their assigned reading to practical situations. Most weeks: students will complete reading and submit assignments via Carmen. In class, we will typically start with a review of last week's material, instructor lecture, then small or large group discussion about individual assignments that were due. It is critical that students complete assigned reading and assignments to make the best use of class time. Class will typically be dismissed between 7:15 and 7:30 pm. On occasion, a variety of different approaches will be used to enhance student learning, including: group exercises, discussions, interactive case analyses, guest speaker(s), and other facilitated activities.
- **Credit hours and work expectations:** This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (refer to mode of delivery description above) in addition to 9 hours of homework/active learning activities (e.g., case analyses, executive memos, group project, etc.) to receive a grade of (C) average.
- **Attendance and participation requirements:** 1 excused absence allowed/engagement grade lowered by one letter grade for each additional absence

Course Technology

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required equipment

- **Computer:** current Mac (Mac OSX) or PC (Windows 10+) with high-speed internet connection
- **Calculator:** Students should have access to a scientific calculator that can perform basic arithmetic, square roots, logarithms, and exponentiation.
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Optional equipment (for participation in optional live office hours and/or review sessions)

- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone

Required software

- **Microsoft 365 Copilot (formerly Office 365)**
All Ohio State students are now eligible for free Microsoft 365 Copilot (formerly Office 365). Full instructions can be found at go.osu.edu/office365help.

Technology support

For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at and support for urgent issues is available 24/7.

- **Self-Service and Chat support:** <http://it.osu.edu/help>
- **Phone:** 614-688-4357(HELP)
- **Email:** servicedesk@osu.edu

Assignments/Assessments

Please remember that even though this course only meets once per week, it is worth three-credits. Therefore, the workload for each session is similar to what you would typically see in two sessions of a twice per week class worth the same number of credits. In an effort to distribute the workload and align with in-class content, assignments may be due throughout the week, not just on the day of class meetings. All due dates will be clearly posted on Carmen.

Individual

The written assignments listed in this section are to be worked on and completed individually, without collaboration from classmates. Details regarding the individual assignments will be reviewed in class and posted on Carmen at least one week prior to the due date (by 5 pm on due date).

Case Analysis: Students will work individually to analyze assigned health care strategy cases. The case and details of the assignment will be posted on Carmen at least one week prior to the due date.

Homework/Short Assignments: For most class sessions, students will complete a short assignment designed to reinforce concepts in the reading, help you prepare for cases and other in-class activities, and give me information about content areas which require additional attention in class.

Joint Group Project/Strategy Case

Students will be assigned to teams that will work together throughout the semester to analyze, conduct research, and develop strategic recommendations for a complex health care strategy case. This project gives students the opportunity to apply content and skills that we are learning in class to develop a strategy for a “real life” health care organization. **Please note:** This case assignment part of a unique “shared” assignment with finance (PUBHHMP 7622) in which students will build on the work in this class to complete and present a detailed financial analysis for this same case in PUBHHMP 7622. Although each class has separate assignments related to the case, Professor Kummer and I have coordinated assignment expectations and timing across courses to maximize student learning.

This semester-long assignment is set up as a series of “deliverables” (assignments) that are typical of what you will see (and hopefully work on!) in your summer residency and beyond. The deliverables are designed to help students apply key strategy concepts and tools as we learn them and will help you systematically complete all of the steps needed to develop a cohesive strategy. The final deliverable is a summary presentation of the team’s work throughout the semester that will be structured as a case competition, judged by a panel of practitioner judges.

Teams are expected to work collaboratively and to produce an integrated product with all team members contributing equally to his/ her team over the course of the semester. Accordingly, all members of a team will receive the same grade for every team assignment. However, I may adjust individual grades if there is clear evidence that an individual student did not positively or equitably contribute to his/ her team’s work.

Team Process

The team assignments are designed to give you hands-on practice working in a team (MHA 17: Collaboration and Working in Teams) and managing a complex project (MHA 23: Project Management) in order to produce high quality results. Healthcare employers identify these as among the most valued competencies (along with critical thinking and communication!) that they are seeking when they hire early careerists. This course includes a series of *Team Process Deliverables* completed over the course of the semester that are designed to help students develop these competencies by introducing them—and give them practice using – teamwork and project management processes and tools. These deliverables are outlined in the *Team Process Deliverables* document that is posted on Carmen. To support this work, we have developed a *Team Development & Effectiveness Assessment Handbook* which is a resource that students can use in this course and beyond. The team process deliverables include self and peer evaluations which are designed to foster self-awareness and develop students ability to give – and take— feedback, a critical skills for managers and leaders at all levels.

Grading

INDIVIDUAL ASSIGNMENTS	25%
Homework/Short Assignments/Case Analyses	
JOINT GROUP PROJECT/STRATEGY CASE	60%
• Deliverable #1: Situation and Problem Summary	5%
• Deliverable #2: Current State Assessment	15%
• Deliverable #3: Strategic Options and Analysis	10%
• Deliverable #4: Proposed Strategy, Recommendations, & Implementation Considerations	10%
• Final Presentation	20%
GROUP/TEAM PROCESS	15%
• Group charter, ground rules, strengths assessment	
• Workplan	
• Peer evaluations (x 2)	
• Team effectiveness assessment and action plan	

Grading Scale

A	Outstanding performance for a graduate student; consistently shows exceptional depth of understanding and/or capacity for creative application of course concepts
A-	Better than expected performance for a graduate student, with instances demonstrating additional depth of understanding and/or ability to apply course concepts
B+	Expected performance for a graduate student; work is complete and shows solid understanding and application of course concepts
B	Adequate performance for a graduate student; work is complete, but shows some limitations in grasp or ability to apply course concepts
B-	Marginally acceptable work for a graduate student; needs improvement, and is below the acceptable average standard of performance
	Grades below B- indicate significant problems in understanding and/or ability to apply course concepts and/or a failure to meet stated course requirements

Class Policies

1. Preparedness – be prepared for every class
2. Respectful participation – participate while being open to diversity of ideas, perspectives, and opinions
3. Late assignments – not accepted
4. Use of technology – silence cell phones and only use laptops as necessary for notes – engagement is key in this class
5. Course changes – when they occur, instructor will notify students in class, via Carmen announcements and Carmen modules (organized by class day)

Copyright Statement

This syllabus and all course materials (e.g., homework assignments, solution keys, course materials) are under copyright by the instructor and cannot be posted elsewhere without written permission.

Generative AI Policy

Given that the learning goals of this class are appropriately apply research, analytic tools, and other techniques to identify strategic alternatives and synthesize findings, in this course, students are welcome to explore innovative tools and technologies for presentation design and/or benchmarking, including generative artificial intelligence (GenAI). Students are permitted to use GenAI tools for most course assignments, except for self/group reflection, final product output (memo, presentation), and anything we are asking you to critically assess. Your written assignments, including recommendations based upon cases, final strategy recommendations, and/or executive memos, should be your own original work.

If I suspect that you have used GenAI on an assignment for which it is prohibited, I will ask you to explain your process for completing the assignment in question. Submission of GenAI-generated content as your own original work is considered a violation of Ohio State's Academic Integrity policy and [Code of Student Conduct | Ohio State](#) because the work is not your own. The unauthorized use of GenAI tools will result in referral to the [Committee on Academic Misconduct | Office of Academic Affairs](#).

Office of Student Life: Disability Services

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Mental Health Services

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the

broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Religious Beliefs or Practices Accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Civil Rights Compliance Office](#). (Policy: [Religious Holidays, Holy Days and Observances](#))

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee ([Faculty Rule 3335-5-48.7 \(B\)](#)). For additional information, see the [Code of Student Conduct](#).

Intellectual Diversity

Ohio State is committed to fostering a culture of open inquiry and intellectual diversity within the classroom. This course will cover a range of information and may include discussions or debates about controversial issues, beliefs, or policies. Any such discussions and debates are intended to support understanding of the approved curriculum and relevant course objectives rather than promote any specific

point of view. Students will be assessed on principles applicable to the field of study and the content covered in the course. Preparing students for citizenship includes helping them develop critical thinking skills that will allow them to reach their own conclusions regarding complex or controversial matters.

Grievances and Solving Problems

A student who encounters a problem related to his/her educational program has a variety of avenues available to seek resolution. According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, you may take your case to the department chairperson. Specific procedures are outlined in [Faculty Rule 3335-8-23](#), the [CPH Graduate Student Handbook](#), and the [CPH Undergraduate Student Handbook](#). Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Civil Rights Compliance Office:

Online reporting form at <http://civilrights.osu.edu/>,

Call 614-247-5838 or TTY 614-688-8605,

Or Email civilrights@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Civil Rights Compliance Office to ensure the university can take appropriate action:

- All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.
- The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Course Outline

No	Week	Topic	Reading/Class Prep (before 5 pm Monday)	Individual Homework (due before 5 pm class on Mondays)	Strat/Fin Group Project (Sibley Hospital Infusion Center)	Group/Team Assignments
1	12-Jan	Course Introduction	1. Read Zuckerman, Chapter 1 2. Read Porter, Lee, Why Strategy Matters Now			
2	19-Jan	Martin Luther King Day (No Class)				
3	26-Jan	What is Strategy? Why Important? How Developed?	1. Read Zuckerman 8 2. Read Lafley, A.G., Martin, R., Riel, J. A Playbook for Strategy: The Five Essential Questions at the Heart of Any Winning Strategy (HBP Coursepack) 3. Read Casadesus-Masanell. Setting Aspirations – Mission, Vision and Values (HBP Coursepack) 4. Read Team Development Handbook 5. Review group project documents (in separate module): YNHHS Surgery Strategy Case	Strategic Plan Document Review		Team Charter/ Ground Rules/ Strengths Assessment (due 1/26)
4	2-Feb	External Analysis: Industry, Environment and Competitive	1. Zuckerman 3 2. Ginter, Swayne, and Duncan, Chapter 2, Understanding and Analyzing the Environment 3. Porter, M.E. “The Five Competitive Forces that Shape Strategy” (HBP Coursepack) 4. UCSF Case (HBP Coursepack)	UCSF Case (due 2/2)	Deliverable #1: Situation and Problem Summary (due 2/2)	
5	9-Feb	Internal assessments & Setting the Roadmap: Organizational Mission, Vision and Values	1. Zuckerman 4 2. Case: Aetna and the Transformation of Health (HBP Coursepack) 3. Review from week two: Casadesus-Setting Aspirations – Mission, Vision and Values	Individual Environmental and Competitive Analysis for Group Project (due 2/9) Aetna Case (due 2/9)		Workplan for Current State Assessment (due 2/9)
6	16-Feb	Developing and Evaluating Strategic Alternatives	1. Markman, R. “Your Team is Brainstorming All Wrong” (HBP Coursepack) 2. Daemrich, A. “Using the SWOT Framework in the Healthcare Sector” (HBP Coursepack) 3. Case: Community Blood Center of the Carolinas: Building for a Better Community (HBP Coursepack)	CBCC Case (due 2/23)	Deliverable #2: Current State Assessment: Internal and External Analysis (due 2/16) **finance deliverable #1 current state financial and capacity baseline due 2/19**	
7	23-Feb	Planning for Implementation Guest Speakers: Athena Lowe and Lori Criss	1. Haas, D & Chang, J, “How one hospital succeeded in a world of bundled payments.” (HBP Coursepack) 2. CW Williams case	CW Williams memo (due 2/23)		
8	3/2/2026 (ACHE Congress)	Synthesizing Results/ Preparing a Case Presentation (no class)	On-Line Assignment: UAB Case Competition Presentation Review (video)	UAB Case Competition Review Assignment (due 3/2)		Interim Peer Evaluations (due 3/2)
9	9-Mar	Marketing, Communications, and Brand Guest Lecturer: Donna Teach, Chief Marketing Officer, Nationwide Children’s	1. Berkowitz, Chapter 1, Marketing and Chapter 6, Market Segmentation 2. Building a strong services brand: Lessons from Mayo Clinic (HBP Coursepack)	Self reflection (due 3/9)	Deliverable #3 Strategic Options and Analysis (due 3/9) **finance deliverable #2 financial evaluation of strategic options due 3/10**	
10	16-Mar	Spring Break (no class): March 16-20				
11	23-Mar	Strategy Execution: The Role and Interaction with Operations Guest Panel	1. Turning Great Strategy into Great Performance by Michael C. Mankins and Richard Steele (HBP Coursepack) 2. Executing Strategy (HBP Coursepack)			Team Effectiveness Assessment and Action Plan (due 3/23)
12	30-Mar	No class (group project/case deliverable #4 due)			Deliverable #4: Proposed Strategy, Recommendations, and Implementation Considerations (due 3/30) **finance deliverable #3 financing, capital structure and implementation viability (due 3/31)**	
13	6-Apr	Measuring and Monitoring Performance	1. Kaplan & Norton, Putting the Balanced Scorecard to Work (HBP Coursepack) 2. Avoid These Pitfalls When Measuring Your Strategy’s Performance by Graham Kenny (HBP Coursepack) 3. Case: Building Hoopes Vision by Timothy Calkins (HBP Coursepack)	Building Hoopes case (due 4/6)		
14	13-Apr	Brand Experience Guest/Panel TBD	1. Kaiser Permanente Case (HBP Coursepack)	Kaiser Case (due 4/13)	Draft Presentation (4/13)	
15	20-Apr	Individual Team Check-Ins with Instructor & TA (scheduled)	Check Carmen for meeting time			
16	24-Apr	Review 2nd year Presentations (12-4p)	Review of presentations (4/24, 12-4p) James L035 (Wasserstrom Room)		Final Presentations should be submitted by 4/25	
17	27-Apr 8a-12p	Final Presentations (joint project with Finance), 8a-12p	Final Presentations (4/27, 8a-12p) James L035 (Wasserstrom Room)	Final Reflection (due 4/29)		Final Peer Evaluations (due 4/27)

Alignment of Competencies with Assessments

Competency	Level*	Modules/ Assignments	Final Assessment
MHA 1: Organizational Management	B	<ul style="list-style-type: none"> Individual case analyses 	<ul style="list-style-type: none"> Final case presentation
MHA 7: Strategic & Business Planning	I	<ul style="list-style-type: none"> Group case deliverables Individual homework assignments Individual case analysis 	<ul style="list-style-type: none"> Individual case analysis
MHA 15: Impact and Influence	I	<ul style="list-style-type: none"> Group case deliverables and final presentation Individual case analysis 	<ul style="list-style-type: none"> Individual case analysis (see writing rubric)
MHA 17: Collaboration and Working in Teams	I	<ul style="list-style-type: none"> Group process assignments 	<ul style="list-style-type: none"> Peer evaluations
MHA 21: Verbal Communication Skills	I	<ul style="list-style-type: none"> Class discussion (based upon individual assignment and class preparation) Final case presentation 	<ul style="list-style-type: none"> Final case presentation
MHA 23: Project Management	I	<ul style="list-style-type: none"> Group process deliverables Project workplan Successfully completed deliverables 	<ul style="list-style-type: none"> All group process and case deliverables satisfactorily completed
MHA 24 Performance Management	B	<ul style="list-style-type: none"> Measuring and monitoring performance reading/ homework 	<ul style="list-style-type: none"> Final case presentation
MHA 25: Problem-solving and Decision Making	I	<ul style="list-style-type: none"> Case analyses Group case assignments 	<ul style="list-style-type: none"> Individual case analysis

*B- basic skills, encompassing knowledge and comprehension of subject matter; I- intermediate skills, encompassing application to analyze a problem; A= advanced skills, encompassing ability to evaluate, judge, and synthesize information