

MANA 5395

Formulating and Implementing Strategy
Executive MBA in Healthcare Management
Fall 2026 | Section 002 | COB 312.04

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Office Hours	Before and after each weekend session in COB 312.04, by appointment on weekdays, or by phone, email, or Zoom (Meeting ID 324 012 3269).

I. PREREQUISITES

From the UT Tyler 2025–2026 Undergraduate & Graduate Catalog: “Prerequisite: Should generally be completed in the final semester.”

II. COURSE DESCRIPTION & OBJECTIVES

In this course, you will learn how to critically evaluate the strategic actions of large organizations and other institutions.

As described in the UT Tyler 2025–2026 Undergraduate & Graduate Catalog:

Students adopt the top management’s view of the firm and focus on positioning the firm to gain strategic advantage in the competitive marketplace. Industry analysis, planning and implementation of competitive strategy, evaluation of strategy alternatives, utilization of appropriate controls, and the evaluation of the administrative process are emphasized.

III. AI POLICY

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools’ ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged, as this aligns with our commitment to honor and integrity, as noted in UT Tyler’s Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI

tools in ways that violate the guidelines specified for this course is considered a breach of academic integrity, and the student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

For this course, you can use AI programs (ChatGPT, Copilot, etc.). These programs can be powerful tools for learning and other productive pursuits, including completing assignments in less time, helping you generate new ideas, or serving as a personalized learning tool. However, your ethical responsibilities as a student remain the same. You must follow UT Tyler's Honor Code and uphold the highest standards of academic honesty. This applies to all uncited or improperly cited content, whether created by a human or in collaboration with an AI tool. If you use an AI tool to develop content for an assignment, you must cite* the tool's contribution to your work.

**For purposes of this course, citing an AI contribution means that the role of AI is clearly explained and fully acknowledged in the context in which it is used. This may be accomplished by including a parenthetical note, a footnote, an endnote, a short disclaimer, etc., that identifies the specific AI product or service involved, describes what prompts were used, and explains how the output was managed.*

IV. COURSE MATERIALS

You must have access to the course on Canvas. The following materials are also required.

- Walston, S. L. (2023). Strategic Healthcare Management: Planning and Execution (3rd ed.). Chicago: Health Administration Press.

This is our primary text. Copies are distributed through the Executive MBA program office.

- Beal, B., MacMillan, K., Woodwark, M., & Schnarr, K. (2016). *The Case Project Guide: How to Write a Great Business Case as a Class Project*. London, Ontario: Ivey Publishing. Product #IM1051.

A PDF will be posted on Canvas.

Additional readings and materials, if required, will be posted on Canvas.

V. LATE WORK

If you need to submit late work, please contact me in advance to discuss the situation.

Please review the course schedule carefully and check your Patriots email account and Canvas regularly for updates, announcements, and due dates.

For additional information about university policies, consult the UT Tyler Handbook of Operating Procedures, Section 5.10.2 (uttyler.edu/hop), and the list of student rights and responsibilities available on the Student Services website (under Campus Resources, uttyler.edu/wellness).

VI. COURSEWORK AND GRADING

A. Summary of Grading Categories

Grades are assigned to the following categories. These categories are weighted as indicated.

Category	Weight
Attendance & Participation	30%
Block Commentaries	30%
Case Project	40%
Total	100%

Grade Scale (tentative)

Standard grading scale will be used: 90%+ = A, 80%+ = B, etc.

B. Attendance and Participation (30%)

This course meets ten times across the fall term, and those sessions are divided into 21 two-hour blocks. Nearly all of the work in this course happens during contact hours, which makes attendance critical. If you need to miss a session, please contact me in advance (if possible). For present purposes, participation means arriving ready to work, contributing to class discussions, and actively engaging with our guest speakers.

At the end of each block you will complete a quick Canvas survey called Vital Signs. It is a one-question survey that asks you to rate your degree of present-ness on a five-point Likert scale with unserious endpoints, plus a free response field for any notes you want to leave. Full credit is given for any response. The objective is to create a record of the degree to which you attended these blocks, because as we all know, being physically present, at times, may not mean much.

C. Block Commentaries (30%)

At the end of each block, right after Vital Signs, you will have ten minutes to compose what I'm calling a "Block Commentary." Just ten minutes. You can use talk-to-text, you can type it, whatever works for you. This doesn't have to be polished (you won't have time for that). What I'm after is some intellectual proof of life.

I don't want a summary. I was there. What sticks out? What surprised you? What unsettled you? What did (or do) you want to discuss, or challenge, argue about, or come back to later? What you engage with will depend on what we did during a particular block. Some blocks are chapter-driven, and you might

take issue with a framework or an assumption from the text, for example. Others are centered around a case or case discussion. Other blocks are set aside for guest speakers.

Unlike Vital Signs, these are graded. Plan on approximately fifteen minutes at the end of each block to complete the attendance survey and your block commentary.

D. Case Project (40%)

In other strategic management courses, students use The Case Project Guide to write full-length decision-based cases. In this course, in contrast, you'll write a three-page short case, or case vignette. You will still use The Case Project Guide, but everything in the guide will need to be scaled down a bit.

A decision-based case sets aside more general strategic considerations and focuses instead on a single, concrete decision, a decision that can be stated as a direct question: Should [decision-maker] do [X]? Your vignette will be archival, built from publicly available information, and set at the level of the firm. We will consult The Case Project Guide as we go. You don't need to purchase it. I'll post it on Canvas.

Teams

You'll work in pairs. With fourteen students, that gives us seven teams. Portions of five blocks are set aside for this work (Blocks 6, 10, 13, 18, and 19), and each pair presents in Block 20. All project work is completed in class, so missing one of those blocks costs your partner as well as you.

Submission

Assignments are submitted and graded through Canvas.

VII. HOW TO CONTACT ME

If you have a question, check Canvas (module folders, announcements, and the "Questions & Comments" discussion board). If you can't find an answer there, check your Patriots email (announcements posted on Canvas are forwarded there).

If you still need help, the best way to reach me is by email (bbeal@uttyler.edu). I try to respond to all messages in my inbox at least once a day on business days, typically in the late afternoon. If you don't hear back within 24 hours (excluding weekends and holidays), feel free to resend or nudge me via text.

On weekends, you can try texting or calling my cell (936-250-1475) or emailing me at brent@thebeals.net. I will do my best to respond if I can.

For group meetings, I like to use FreeConferenceCall.com or Zoom.

VIII. UNIVERSITY SYLLABUS INFORMATION

For additional syllabus information provided by the university, see the following link.

<https://www.uttyler.edu/offices/academic-affairs/faculty-resources/syllabus-information/>

For the university's guidance on the use of AI tools, see the following link.

<https://www.uttyler.edu/offices/academic-affairs/faculty-resources/artificial-intelligence-language-for-syllabi/>