I. Course Description.

The course consists of two distinct topics. First, the course will focus on strategy setting at the corporate level concentrating on vision, critical success factors, environmental data and tools used to create the strategic plan. Second, the course provides an introduction to data driven health care marketing with a focus on primary market research and creating a marketing plan. Overall, the course will demonstrate the inter-relationship between the strategic plan, business plan and marketing plan in health care.

II. Course Prerequisites.

Students must be admitted to the University of Minnesota Master’s in Healthcare Administration Program or have consent of instructor.

III. Course Goals and Objectives.

Specific goals are listed for each class session in the syllabus.

IV. Methods of Instruction and Work Expectations.

Lecture, class discussion, guest speakers, case reviews, a group project to create a market research instrument and student presentations will be required. Students are expected to read materials in advance of class and to offer helpful perspectives during class sessions and in small exercises.

V. Course Text and Readings.

- Some readings are posted in this syllabus. Other reading materials such as, case study data, power point slides, and articles will be posted on the Moodle site prior to class. Students are also encouraged to review the Journal of Marketing, American Demographics and the Journal of Strategic Management for a deeper understanding of the course objectives.
A Note on Reading Packages

• Each week the student will have a specific reading assignment. The chapter(s) or article(s) will be listed in the course syllabus for each week and are to be read prior to class.
• Additional Readings beyond the text and syllabus will be posted when applicable.
• Other files will be posted up to two weeks in advance

VI. Course Outline/Weekly Schedule.

Jan 23 Week 1  Introduction to strategy and the strategic mindset

Students will
Understand the importance of strategy to the CEO
Be exposed to the concepts of the strategic mindset
Understand how the strategic plan, business plan, and marketing plan fit together

Class focus
Organization of course and expectations
A brief introduction to the role of strategy in an organization

Reading materials
Hillestad text Chapter 1 & 2


Question of the day
If you were evaluating an organization, and could only have access to three pieces of data or information to make a strategic decision, what would they be?

Jan 30 Week 2  Examining the planning process and opening the tool box. A focus on secondary data, market share and the environmental scan

Students will
Discuss the elements of a strategic plan
Begin to understand what tools can be used to help create leadership consensus.
Understand the key role of market share data in understanding the health of an organization
Become aware of 3rd party data sources including AHD, Thompson and other demographic packages

Class focus
Understand importance of market share and secondary data

Table exercise: Market share

Reading materials
Hillestad text chapters 3 & 4, and appendix A

Data package posted on line for review in class

Feb 6 Week 3  Physicians and their link to trends and strategic decisions.

Guest Speaker: Ted Loftness MD Vice President, Medica Health Plan
Maureen Swan President Medtrend Inc.
Students will
Obtain an understanding of how physicians think and make decisions today and what it might be like in the future
Observe the perspectives of a strategic consultant vs. a physician

Class focus
What does health care decision making look like today, what might it look like ten years from now?
How do/will physicians make medical decisions?
Physicians in management and strategic decision making

Reading materials

“The Future of U.S. Health Care—What is a hospital? An insurer? Even a doctor? All the lines in the industry are starting to blur” Mathews, Anna Wall Street Journal 12/12/2011

Feb 13 Week 4 Tools of strategic planning: Market research.
Students will
Be able to utilize tools to help understand environmental trends and customer decision making
Understand how to design a market research project

Class focus
Review and critique of survey instruments
Review cross tabulation data, how data cells are created and how to read data tables using Grand Clinic and Hospital as a case study

Table Exercise: Grand Clinic

Reading materials
As posted on line. Posted packages include information on how to create market research instruments and examples of market research questions. This package of material is critical to the small group projects that continue throughout the course.

2. Go to www.marketresearchportal.net for information about the field of market research.

Case study
Grand clinic and hospital case example of live market research data

Small group
Small group meeting on course case study market research project. What is the core business question we need to concentrate on? Who do we interview? Introduce the concept of drilling deep to find actionable data.

Feb 20 Week 5 Tools for strategic conversation: SWOT analysis, Nominal Group process and Five Force model

Students will
Recognize the advantages and disadvantages of alternative tools designed to facilitate strategic conversation.

Class focus
Using an MHA in class case, students will work with typical strategy conversation tools including the SWOT method vs. the Five Force model.

Table exercise: UofM Health Administration five force analysis

Reading package
Hillestad text chapter 5
Feb 27  Week 6  Creating the vision, critical success factors and balanced scorecard; the core job of the CEO

Students will  1. Explore the critical difference between organizational vision vs. mission and understand the technique of creating a vision picture

2. Be able to describe the key drivers of strategic success including the concepts of distinction, customers, focus and force (strategic mindset), strategic purity and customer requirements.

3. Understand competitive advantage, differentiation, niche, and focus concepts.

4. Understand critical success factor concept and balanced scorecard application.

Class focus  Demonstration of advantages and disadvantages of strategic conversation tools

Table exercise: Create a vision

Reading Material  Visit www.wikipedia.org and type in balanced scorecard. While in the site, check out digital dashboard


Hillestad  text Chapter 5


Case review  Table exercise: Hawaii strategic plan

March 6  Week 7  Introduction to marketing, customer decision behavior and market segmentation

Students will  Grasp the marketing concept, the marketing plan, and the 4p’s of marketing

 Know the myth vs. reality of the marketing discipline

 Understand key distinction between customer and consumer

Class focus  Begin to understand the marketing discipline and the concept of customers


Reading packages posted on line

March 13 Week 8  Market research II, paired comparison, customer requirements and segments

Mid Term Exam  Covers weeks 1-7

Students will  Be able to think through methods to determine customer requirements

 Know how to implement the paired comparison method

 Be able to understand how market segments are formed

Class focus  Customers and how they think and make decisions.
March 20

**SPRING BREAK – No Class**

March 27  Week 9

**ACHE MEETING  N0 Class**
  
  *Optional* Small group 15 minute session to evaluate group research progress
  
  Schedule with instructor

What is the research protocol for this project?
What discoveries has the group learned about the business and environment?
Who is the target of the research and why was that target selected?
What are the three or four key areas of focus for the market research design?
What precise answers (questions) are needed to obtain actionable results?
Drill down at least 5-7 levels in at least one area of inquiry

April 3  Week 10

Mary Klimp, Chief Administrative Officer, Mayo Health System, New Prague, MN.

and Anna Herrmann  Strategic Planning Officer

April 10  Week 11

**Alternative marketing strategies and the strategy action match**

The marketing mix: *product*

Students will

Understand what strategies are appropriate for different market conditions
Know what tactics to consider under different market situations
Review the differences in marketing strategies for hospitals vs. an Accountable Care Organization.

Class focus

Creation of a bridge between market data and tactics

Reading materials

Hillestad text chapter 6,7

Group assignment due

Group market research executive summary is due. Provide a written 3-6 page executive assessment as follows:

1. Overview of the topic
2. What exactly is the real business question around which we will do market research?
3. Who is the target market for the research and what is the justification for that selection?
4. What are the 3-5 major topical areas for the research? And within one topical area; select one important question and drill that single question down 7 levels. For clarification; ask a key question and then drill progressively deeper by following up with 6 additional levels, for a total of 7 questions asked

Example:

Do you have a doctor—if yes, where do you see the doctor—when did you last visit—how satisfied are you with the doctor—have you considered switching doctors—if you were to switch where would you go—why?

April 17  Week 12

**The marketing mix: distribution and price**

Students will

Appreciate the key differences between primary and secondary product features and the role each plays in consumer decision making
Know the different distribution methods available to health care

Class focus

Understanding the critical role of product features
Discuss health care pricing at the consumer level today and in the future
Reading materials | Hillestad text chapter 7
Table exercise: TBD

April 24 Week 13 | The market mix: promotion  
Evaluation and integration of the marketing plan  
Students will | Learn about pricing tactics that impact quality and impact demand  
Know about alternative promotion strategies and relative advantages and disadvantages  
Class focus | Pricing as the emerging strategy concern of marketing  
Reading Materials | Hillestad text chapters 8,9,10

May 1 Week 14 | Group research project presentation  
Students will | 1. Experience a management group process of presenting and defending a market research plan  
2. Learn How to evaluate market research tools  
3. Understand the need for precision in terms of study objectives and clarity in terms of research tool design

May 8 Week 15 | Putting it all together: from strategy to marketing  
Final Exam | Covers weeks 8-14  
Students will | Understand how strategy and operations fit  
Discuss the difficulties of a successful strategy cycle  
Class focus | The top, key issues with strategy and marketing  
Answer questions  
Reading materials | Appendix B Sample Strategic and Marketing Plan  

VII. Evaluation and Grading.
Grades will be determined as follows:

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<tbody>
<tr>
<td>Mid-term exam</td>
<td>30%</td>
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<tr>
<td>Final exam</td>
<td>30%</td>
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<tr>
<td>Research Project</td>
<td>40%</td>
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VIII Group Market Research Project

Select a company and create a specific market research study. Review the organization and its marketing strategies, opportunities and challenges. Determine the key business question that needs to be answered. Determine if your research design, in fact, will help to answer the business question you posed. There are two important requirements for this project. First, the group will be required to prepare a written report that outlines the situation including the overall environment, the market and some relevant background on the organization. Second, the team will be required to make a seven-minute presentation with overheads.

In all cases, assume that the research is directed toward consumers and that the research is either web or telephone based and field ready.

1. Should small Allina hospitals have a different name?
2. Mayo is thinking of opening a ‘medical center’ in the Twin Cities. Where should they locate?
3. Buffalo, Minnesota. Who leaves town for health care and why?
4. Can WebMD begin to charge $15 for individuals to use their symptom checker? (Using it could result is avoiding a $75 doctor visit)
5. Should North Memorial merge with Sanford Health? Assume you are North Memorial.
6. Forecast the likely size of the USA market willing to travel to Nassau Bahamas for 60% discounted orthopedic care.
7. How can we (the state of Minnesota) improve medical office visit compliance with patients who have Medicaid coverage?
8. Our family practice physician group has been invited to a clinic in Lifetime Fitness? Does this make sense for the clinic?
9. It costs $150 to get a flu shot at the Billings Clinic of 42 doctors in Montana. Two blocks away at Walgreens the same flu shot costs $32. What should the Billings Clinic do?
10. We are Blue Cross. We think we have too many hospitals in our network and that consumers do not care which hospitals are in the network when they pick a plan. Which hospitals can we eliminate from our eleven county area network?
11. You are on the Presidents Commission for Health. How is Obama Care actually working?
12. We are Preferred One. We are part of Mnsure. What does the market think of us as we prepare for the next enrollment period? Are we attracting the right segment?
13. Money Tree is a hedge fund with $50 million to invest in health care. We think there is an opportunity in web based medicine maybe in conjunction with facebook.
14. Caring Bridge is a popular web site to follow patients who often times are very ill. It is expensive to operate our web site. The service is currently free. Would patients and or families be willing to pay a onetime fee to participate in the web site and if so what should that fee be?
15. Our group of five pediatricians is interested in opening a new office. We are thinking about either Apple Valley or Eden Prairie both of which are located in Minnesota.
16. Our group of 15 plastic surgeons is seeing a lot of competition. Should we feature discount prices in our advertising.
What will happen on the day the market research projects are presented? What are the expectations?

This experience can be a learning opportunity or it can be an embarrassing and frustrating moment. If you follow the instructions carefully, this is a great way to learn about the application of market research.

The situation you should assume looks like the following. It is Monday morning at the headquarters of the company to which you have been assigned. This is the weekly senior marketing team meeting and the agenda, as always is packed. Assume your team is presenting your market research idea to the company senior marketing team (the rest of the class.) Your job is to show and describe why your methodology and specific field ready questionnaire make sense. The senior marketing team (rest of the class) on the other hand has a huge agenda this day and wants to get to the details. They are somewhat concerned about wasting market research dollars on this project; because they want their projects to be funded instead.

This management group has a tendency to get into the details of your project design and they tend to ask a lot of questions because they are concerned that your research instrument is not precise, focused and will have little value.

In order to prepare for the meeting outlined:

1. Your group should plan to meet at least 5 times. At the first meeting create the research protocol, determine who is responsible for coordinating the written report, who is responsible to gather data and who will begin framing the research instrument.

2. At your second meeting, you should have complete data regarding your company and the market your company operates within. At this meeting you should be preparing for the assignment that is due on April 10. This assignment will give you a great understanding on how to approach your final presentation on May 2.

3. At your third meeting, you should have a first cut draft of the market research instrument. Now is the time to debate, fight, think, test, and try ideas. Identify the key issue and determine if your research drills down far enough, usually 5-7 follow-up questions.

4. Figure out how you are going to manage within the seven minutes allotted to you. Try out your presentation in advance. Know exactly who is going be involved and what, if any, their role will be.

Written Report

1. As indicated in the course outline, post for all students to see, the group executive summary by the required deadline.

2. On the day of the presentation provide each student, and the instructor with a two page abstract of the scope and overview of your topic including the key business questions AND a printed copy of the research instrument. Key point, the research instrument must be FIELD READY to implement immediately.

Focus of Seven-Minute Presentation

Design a complete market research protocol including research goals, sampling plan, and questionnaire applicable to telephone, or Internet applications. Expect to spend two minutes on an overview of the situation and five minutes on the detail of the instrument. Make sure the final, field ready market research questionnaire is on an overhead, and a copy is given to everyone.
IX. Other Course Information and Policies

Incomplete Grade
An incomplete grade is permitted only in cases of exceptional circumstances and following consultation with the instructor. In such cases an “I” grade will require a specific written agreement between the instructor and the student specifying the time and manner in which the student will complete the course requirements. Extension for completion of the work will not exceed one year.

University of Minnesota Uniform Grading and Transcript Policy
A link to the policy can be found at onestop.umn.edu.

Grade Option Change (if applicable)
For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester) can be found at onestop.umn.edu.

Course Withdrawal
Students should refer to the Refund and Drop/Add Deadlines for the particular term at onestop.umn.edu for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Student Services Center at sph-ssc@umn.edu for further information.

Student Conduct, Scholastic Dishonesty and Sexual Harassment Policies
Students are responsible for knowing the University of Minnesota, Board of Regents' policy on Student Conduct and Sexual Harassment found at www.umn.edu/regents/polindex.html.

Students are responsible for maintaining scholastic honesty in their work at all times. Students engaged in scholastic dishonesty will be penalized, and offenses will be reported to the Office of Student Academic Integrity (OSAI, www.osai.umn.edu).

The University’s Student Conduct Code defines scholastic dishonesty as “plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; or altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis.”

Plagiarism is an important element of this policy. It is defined as the presentation of another's writing or ideas as your own. Serious, intentional plagiarism will result in a grade of "F" or "N" for the entire course. For more information on this policy and for a helpful discussion of preventing plagiarism, please consult University policies and procedures regarding academic integrity: http://writing.umn.edu/tww/plagiarism/.

Students are urged to be careful that they properly attribute and cite others’ work in their own writing. For guidelines for correctly citing sources, go to http://tutorial.lib.umn.edu/ and click on “Citing Sources”.

In addition, original work is expected in this course. It is unacceptable to hand in assignments for this course for which you receive credit in another course unless by prior agreement with the instructor. Building on a line of work begun in another course or leading to a thesis, dissertation, or final project is acceptable.

If you have any questions, consult the instructor.

Disability Statement
It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have a documented disability (e.g., physical, learning, psychiatric, vision, hearing, or systemic) that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact Disability Services to have a confidential discussion of their individual needs for accommodations. Disability Services is located in Suite 180 McNamara Alumni Center, 200 Oak Street. Staff can be reached by calling 612/626-1333 (voice or TTY).