

Business Planning for Healthcare Initiatives

MBA 680-XX-XXXX

Date- Date

Instructor Information

Joe Bohn, PhD, MBA

Office: Off Campus

Office hours: Contact to Schedule Call

Phone: 502-645-5776

E-mail: joe.bohn@louisville.edu

Course Information

Course Description

This course covers five major topics that are integrative elements for healthcare business planning applied entrepreneurially or within larger organizations. It is focused on innovative ideas with flexibility to collaboratively or in teams. Topics include business plan development, customer insights discovery, appreciative inquiry, performance measures scorecards, and lean launchpad methodology.

Course Purpose

The course builds off a modified Lean Launchpad approach and allows students a chance to explore and apply innovative ideas in developing, validating and structuring their business idea plan.

Credit Hours: 1.5

Pre-requisites: None

Student Learning Objectives

After completing this course, you should be able to:

1. Demonstrate understanding of principles of lean launchpad methodology by building a new business plan proposal
2. Build a Customer Insight Report to demonstrate understanding of the target customer market for a business plan.

3. Develop a 4 Ds Reflection Framework to demonstrate application of an appreciative inquiry methodology in a business plan.
4. Create a Measures of Success Evaluation Framework to demonstrate ability to create relevant metrics (e.g., key performance indicators) for the student's business plan.
5. Build a business plan report that shows comprehension of all key topics covered in this course.

Materials

There are no text books or materials for the student to buy for this class. Required and suggested readings and videos to review are noted in the Course Organization section under each module.

Taking an Online Class

Class communication is asynchronous, which means that not everyone is participating in the class at the same time. You can access the course any time, day or night, from anywhere that you have an internet connection.

The role of the professor is to be a facilitator, guide, coach, or resource, in order to create an effective learning environment. Your job as the student, is to use that environment to learn – interact with the materials, construct and share information, manage your time effectively, and use that time for critical thinking, reflection and application. You are in control and responsible for your own learning. I am here to support and help you, but it is up to you to ask for help when you need it.

Technology Expectations

Because this course is held completely online, you will need to have access to a computer and reliable high speed internet. If you do not have access at home, you may be able to use a public library or come to campus to use computers in the library or one of the IT student computer labs. Make sure that you will have access several hours per week.

You must be able to use internet search tools, access Blackboard, use email, and know how to download and upload documents. You must also be able to play videos and have headphones or speakers.

All written assignments should be completed using Microsoft Word. Please use a virus checker on all documents before submitting them.

For your privacy and security, only your official U of L email account will be used for email communication. No information will be sent to personal email accounts. Please check your U of L email daily.

Netiquette

Netiquette is a set of rules for behaving properly online. The following bullet points cover some basics to communicating online:

- Be sensitive to the fact that there will be cultural and linguistic backgrounds, as well as different political and religious beliefs, plus just differences in general.

- Use good taste when composing your responses in Discussion Forums. Swearing and profanity is also part of being sensitive to your classmates and should be avoided. Also consider that slang can be misunderstood or misinterpreted.
- Don't use all capital letters when composing your responses as this is considered "shouting" on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
- Be respectful of others' views and opinions. Avoid "flaming" (publicly attacking or insulting) them as this can cause hurt feelings and decrease the chances of getting all different types of points of view.
- Be careful when using acronyms. If you use an acronym it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.
- Use correct grammar and spelling, and avoid using text messaging shortcuts.

Course Format

Business Planning for Healthcare Initiatives provides students with an accelerated, agile, and hands on, business plan development course intended to build off a base of knowledge from past courses (e.g., Finance OR Population Health, Strategy, Economics, Operations, and Conflict Management) in the Business of Healthcare Certificate Program through the University of Louisville, College of Business. This 5-module course will seek to test and expand the student's current knowledge on creating a business plan for a new internal organizational, non-profit or for-profit entrepreneurial business initiative.

Students will have an option of working as part of a team or independently, a critical path decision made in Week 1 of this course.

Each week, you will have a combination of material to read or view as well as assignments (five deliverables). These assignments will require you to be online and interact with your classmates. You may be in a group as well to complete assignments that will be used to assess your grade in this course.

The course requires completion of a collection of five deliverables that include:

- *Deliverable 1- Business Plan Idea Proposal*
- *Deliverable 2- Customer Insights Report*
- *Deliverable 3- 4 Ds Reflection Framework*
- *Deliverable 4- Measures of Success Evaluation Framework*
- *Deliverable 5- Launch Plan¹*

This course will not require budget development for the business idea. Recognizing the short time span allowed for this course and the amount of time required in a technical analysis for a full operating budget with return on investment and cash flow analysis, this course instead puts its weight on a select set of topics to support early-stage planning for any intrapreneurial or entrepreneurial startup effort.

Suggested resources (e.g., papers, book chapters and videos) are provided in each module to help stimulate student ideas for deliverable development that builds toward the final deliverable- *the launch plan*. Review of "suggested resources" is not required homework, but should be considered a set of applicable reference material to help develop the deliverables for each module.

¹ The "Launch Plan" is a compilation of the first four deliverables and a final section described in Module 5.

Course Organization

Week 1: Discovery and Your Vision

In this module students will:

- Make key decision on being part of a design team or developing a business plan entrepreneurially.
- Create a hypothesis sketch for their business idea.
- Establish their hypothesis to validate the need and potential impact of their proposed product or service.
- Create and establish their *Business Plan Idea Proposal* (**Deliverable 1**) in a succinct 300-400-word narrative statement that addresses:
 - *Current Awareness*- What is the need?
 - *Early-Stage Ideation*- What is your idea (initial idea for a minimal viable product (MVP)) or initial “mockup” of your product or service?
 - *Vision*- Where do you want to go with your idea?
 - *Hypothesis Sketch*- Define your idea²
 - *Teaming*- How do you want to bring your idea to life? What is the business structure (intrapreneurial / entrepreneurial)?

Required Reading and Viewing for Module 1

- Steve Blank (2013). Why the Lean LaunchPad Changes Everything. *Harvard Business Review*. Access online at <https://hbr.org/2013/05/why-the-lean-start-up-changes-everything>
- Steve Blank. (2020). *Four Steps to Epiphany: Successful Strategies For Products that Win, Fifth Edition*. Book summary accessed online at <https://medium.com/mbreads/the-four-steps-to-the-epiphany-7aee0c8e0f8e>
- WATCH- Lavra JM. (April 4, 2016). Can you innovate within large organizations? TEDxPSU. Accessed online at <https://www.youtube.com/watch?v=6pm1bbLMqZE>

Suggested Reading for Module 1

- Ackermann, A., & Winston, F. (2019). Intrapreneurship: Strategic Approaches for Managing Disruptive Innovation in Clinical and Research Projects. *Academic Entrepreneurship for Medical and Health Scientists*, 1(5), 6. Accessed online at <https://assets.pubpub.org/4cc71tpi/84f4d3ed-3bf3-4d6c-84ea-c70ee252e134.pdf>
- Semcow, K., & Morrison, J. K. (2018). Lean Startup for social impact: refining the national science foundation’s innovation corps model to spur social science innovation. *Social Enterprise Journal*. 14(3): 248-267. Doi.org/10.1108/SEJ-02-2018-0013
- Mirvis, P., & Googins, B. (2018). Engaging employees as social innovators. *California Management Review*, 60(4), 25-50.

Week 2: Your Customer’s Perspective

In this module students will:

- Formulate a set of questions based on “what you want/need to learn” to ask and address with the potential customers/candidates and engage them in the business validation process.

² The Hypothesis Sketch should be a figure or table included in this opening proposal and it will not count against the word count for the deliverable. It is an early draft of your ideas for partners, activities, resources, value propositions, important customer relations and segments, and marketing channels.

- Practice identifying candidates to engage in the business validation process.
- Establish a profile for their target customer population (e.g., who are they, what are their health concerns, where are they, what are their “buying priorities” or needs based on culture, needs assessment, economic factors, value, and pain points) and incorporate it in Deliverable 2.
- Engage with their potential customers to understand their needs (e.g., *get outside your building*), wants and perspectives on the product or service idea that they have.
- Document feedback from the potential customers/candidates and summarize it as part of the *Customer Insights Report (Deliverable 2)* to advance their intrapreneurial / entrepreneurial product or service idea. Address the key questions:
 - *Observation*: What do you learn from observing and or walking in the customer’s shoes?
 - *Pain*: What are the customer’s pain points?
 - *Situation*: What is your understanding of the customer’s situation?
 - *Human Dynamics*: What insights did you gain from talking with the customer that are non-quantifiable?
 - *Validation*: What is the customer’s need you can meet? How can you deliver on that need?
 - *Compensation*: How would a customer pay for a product or service you may create?

Required Reading and Viewing for Module 2

- Talking to Humans by Giff Constable (2013). Accessed online at <https://s3.amazonaws.com/TalkingtoHumans/Talking+to+Humans.pdf>
- WATCH- Wang T. (September 2016). The human insights missing from big data. TEDx Boston, MA. Accessed online <https://www.youtube.com/watch?v=pk35J2u8KqY>

Suggested Reading for Module 2

- York, J. M. (2018). Putting Lean Startup into perspective: A novel approach for discovering and developing a successful business model. *Archives of Business Administration and Management*. DOI: 10.29011/ABAM-104. 100004

Week 3: Designing for Value with an Appreciative Inquiry Lens

In this module students will:

- Learn and apply Appreciative Inquiry methodology with a focus on the 4 Ds cycle framework in a new business start-up plan.
- Create a *4 Ds Reflection Framework (Deliverable 3)* for the student or student team’s business idea based on current knowledge and insight gained from Modules 1 and 2. This deliverable should include sections on:
 - *Overview*- Understanding of the 4 Ds framework and how it can apply to business innovation.
 - *4 Ds Framework*- model illustrating the 4 Ds applied to your business idea.
 - *Reflective Analysis*- section detailing each of the 4 Ds as applied to your business idea.
 - *Closing*- What is the strategic value that we will deliver to the customer base to improve the health of a targeted population and or the greater community?

Required Reading and Viewing for Module 3

- Stavros JM, Godwin LN, Cooperrider DL. (2016). Appreciative Inquiry: Organization Development and the Strengths Revolution, In: Rothwell, W. J., Stavros, J. M., & Sullivan, R. L. (Eds.). *Practicing organization development: Leading transformation and change*. John Wiley & Sons.
- WATCH- Appreciative Inquiry: A Conversation with David Cooperrider. September 1, 2011. Video accessed online at: <https://www.youtube.com/watch?v=3JDfr6KGV-k>

Suggested Reading and Viewing for Module 3

- Grieten, S., Lambrechts, F., Bouwen, R., Huybrechts, J., Fry, R., & Cooperrider, D. (2018). Inquiring into appreciative inquiry: A conversation with David Cooperrider and Ronald Fry. *Journal of Management Inquiry*, 27(1), 101-114.
- WATCH- 4 D Appreciative Inquiry Model. October 12, 2021. Video accessed online at: https://www.youtube.com/watch?v=et55Kc_G-1o

Week 4: Measuring Our Impact- Establishing a Measures of Success Framework

In this module students will:

- Define how they will evaluate the launch and initial market success of their product/program/service (e.g., Minimally Viable Product [MVP]) with a test group of customers.
 - Define what measures will help evaluate the success / failure / impact of the MVP;
 - Address what will cause or illuminate “pivot points” in planning;
 - Detail what could be considered “vanity” measures to avoid in their business plan
- Examples of measures to consider include (and are not limited to):
 - Quantitative*
 - Length of time to design
 - Length of time to pilot test
 - Length of time to market
 - Resource utilization rate (planned vs. actual)
 - Return on investment (planned vs. actual)
 - New customer acquisition
 - Customer retention rate
 - Number of stakeholders involved in different stages of innovation process
 - Qualitative*
 - Changes in culture impact (e.g., organizational, community, ecosystem)
 - Changes in employee perceptions
 - Changes in customer perceptions
 - Barriers to sustainability
 - Barriers to scalability
- Create a *Measures of Success Evaluation Framework or Scorecard (Deliverable 4)*.³ Elements of the deliverable must include (and are not limited to):
 - Goals, Strategies, Objectives, Activities, Measures, and Assumptions (See instructor’s supplemental PowerPoint on this topic for insights and suggestions on the framework).
 - The scorecard for the business plan must include at least two objectives (at least one process and one outcome focused) with activities and at least two measures associated with each objective.
 - Narrative description of the framework or scorecard and its elements noting milestones and pivot points (e.g., points where project direction needs to be adjusted).
 - Address what kinds of failures in the business development process could help inform pivot points in the business plan.
 - Address what would be a “vanity measure” for their project and ensure that they are not included in the framework or scorecard.

³ The structure of the measure of success framework / scorecard is at the discretion of the student or student teams.

Required Reading for Module 4

- Dr. Bohn's Supplemental PowerPoint on Measures of Success Frameworks
- Budd J, MacDonald J, Petro A, Breaud H. (February 21, 2020). Using the Lean Startup model to drive healthcare performance transformation. *Medical Group Management Association (MGMA) Insight Article*. (Focus section on the Build-Measure-Learn Framework) Accessed online <https://www.mgma.com/resources/business-strategy/using-the-lean-startup-model-to-drive-healthcare-p>
- Ripsas, S., Schaper, B., & Tröger, S. (2018). A startup cockpit for the proof-of-concept. In *Handbuch entrepreneurship* (pp. 263-279). Springer Gabler, Wiesbaden.
- Mahendra, J., & Silberman, M. (2015). Moving Beyond Vanity Metrics. *Stanford Social Innovation Review*. <https://doi.org/10.48558/FF59-JV25>

Suggested Reading and Viewing for Module 4

- Tseng, J., Samagh, S., Fraser, D., & Landman, A. B. (2018, June). Catalyzing healthcare transformation with digital health: Performance indicators and lessons learned from a Digital Health Innovation Group. In *Healthcare* (Vol. 6, No. 2, pp. 150-155). Elsevier.
- WATCH- How do you measure success? | Q+A | Simon Sinek. September 23, 2019. Accessed online at <https://www.youtube.com/watch?v=nyqLJScINb4>

Week 5: Delivery- Finalizing the Launch Plan

In this module students will:

- Write a draft mission and vision for your business idea.
- Identify barriers and challenges, impacts and a project timeline for the business idea
- Prepare **Deliverable 5**, the *Launch Plan* as a compilation of their first four deliverables and a final section, *Conclusion and Road Ahead*, that addresses the following:
 - a. Mission and vision for the new business idea
 - b. Anticipated challenges and barriers to implementation
 - i. Design or deployment challenges
 - ii. Customer adoption / buy-in challenges
 - iii. Regulatory barriers (permits, regulations, policy adherence)
 - iv. Pivot points
 - c. Potential individual and population health impact
 - d. Project timeline⁴
 - e. Next steps for the business idea
- 2. The final Launch Plan (**Deliverable 5**) should include:
 - a. Cover page identifying the title of the business, course #, date of submission, student or students that worked on the plan, name of instructor it is submitted to.
 - b. Table of Contents
 - c. Deliverables 1-4 as separate sections
 - d. The final section, Conclusion and Road Ahead
 - e. Bibliography for list of references and citations used throughout the plan⁵

⁴ Timeline can be in the form of a Gantt chart or other visual timeline model or illustration.

⁵ All references and citations should be done using an APA 7th edition formatting style.

Required Readings for Module 5

- Welter, C., Scrimshire, A., Tolonen, D., & Obrimah, E. (2021). The road to entrepreneurial success: business plans, lean startup, or both?. *New England Journal of Entrepreneurship*, 21(1):21-42.
- Sońta-Drączkowska, E., & Mrożewski, M. (2020). Exploring the role of project management in product development of new technology-based firms. *Project Management Journal*, 51(3), 294-311.

Suggested Reading for Module 5

- Yordanova, Z. (2021, October). Lean Startup as a Project Management Method in Science Organizations. In *International Conference on Applied Technologies* (pp. 165-175). Springer, Cham.

Course Requirements

Criteria for Determination of Grades

Assignment (Each described in Appendix)	Percentage of Final Grade	Due Date: All due on a XXXXX by midnight on the date below.
<i>Business Plan Idea Proposal (Deliverable 1)</i>	17%	
<i>Customer Insights Report (Deliverable 2)</i>	17%	
<i>4 Ds Reflection Framework (Deliverable 3)</i>	17%	
<i>Measures of Success Evaluation Framework or Scorecard (Deliverable 4)</i>	17%	
<i>Launch Plan (Deliverable 5)</i>	32%	
Total	100%	

Grading

Grade	Percent range
A	93-100%
A-	90-92.9%
B+	87-89.9%
B	83-86.9%
B-	80-82.9%
C+	77-79.9%

C	73-76.9%
C-	70-72.9%
F	Less than 70%

Late Assignments

Meeting deadlines is very important. Therefore, late assignments will receive a 10% deduction of the total points possible for every calendar day they are late. If you have circumstances that prevent you from meeting a deadline (e.g., representing the university in official functions such as athletic/academic competition, professional development conferences, ROTC), please make arrangements to submit your assignment(s) before the due date.

Important Dates

Event	Date
Final Drop Date	
Final Project Due	

University Policies

Title IX/Clery Act Notification

Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to **University faculty or instructors** of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is **not confidential** under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer.

For more information, see the [Sexual Misconduct Resource Guide](#).

Students with Disabilities

The University of Louisville is committed to providing access to programs and services for qualified students with disabilities. If you are a student with a disability and require accommodation to participate and complete requirements for this class, notify me immediately and contact the Disability Resource Center (Stevenson Hall, 502-852-6938, <http://louisville.edu/disability>) for verification of eligibility and determination of specific accommodations.

Student Conduct & Responsibilities

Integrity is one of the most important characteristics that employers seek in new hires and one that the College of Business strives to foster in all its students. As such, this course will abide by the [College of Business student conduct and responsibilities](#) and the [University of Louisville student conduct and responsibilities](#).

Academic Dishonesty

Academic dishonesty is prohibited at the University of Louisville. It is a serious offense because it diminishes the quality of scholarship, makes accurate evaluation of student progress impossible, and defrauds those in society who must ultimately depend upon the knowledge and integrity of the institution and its students and faculty.

Sometimes circumstances make it tempting to cut corners or take the easy way out. You will always have a better final outcome by missing a deadline or completing less than your best work than by cheating. Plagiarized assignments will earn an automatic F, your final grade may be further adjusted by up to two full letters, and the incident will be reported to the Dean for further disciplinary action.

Statement on Diversity

The University of Louisville strives to foster and sustain an environment of inclusiveness that empowers us all to achieve our highest potential without fear of prejudice or bias.

We commit ourselves to building an exemplary educational community that offers a nurturing and challenging intellectual climate, a respect for the spectrum of human diversity, and a genuine understanding of the many differences - including race, ethnicity, gender, gender identity/expression, sexual orientation, age, socioeconomic status, disability, religion, national origin or military status - that enrich a vibrant metropolitan research university.

We expect every member of our academic family to embrace the underlying values of this vision and to demonstrate a strong commitment to attracting, retaining and supporting students, faculty and staff who reflect the diversity of our larger society.

Religious Holy Days and Observances

Federal law and university policy prohibit discrimination on the basis of religious belief. It is the policy of the University of Louisville to accommodate students, faculty, and staff who observe religious work-restricted holy days.

Students: Students who observe work-restricted religious holy days must be allowed to do so without jeopardizing their academic standing in any course. Faculty are obliged to accommodate students' request(s) for adjustments in course work on the grounds of religious observance, provided that the student(s) make such request(s) in writing during the first two (2) weeks of term. For more information visit [Work Restricted Holiday Calendar](#).

Deans and department chairs must investigate and resolve student complaints arising from alleged faculty failure to make reasonable accommodations under these guidelines.

Severe Weather

If the University of Louisville is closed due to a holiday, there is no impact on online classes. Coursework will be due according to the schedule.

Support Services

BizComm Coaching

About

The BizComm Coaches can offer a variety of FREE assistance on writing, speaking, and team-based assignments. Specific help ranges from dealing with writers block or speech anxiety, to organizing preliminary ideas, to polishing final drafts or fine-tuning presentation graphics.

Contact Information

Laura Tetreault 502-852-4870

Patrick Danner 502-852-4870

Office: Room 392

Email: bizcomm@louisville.edu

To book an appointment, go to <http://business.louisville.edu/bizcomm/bizcomm-coach/> and click on the “Book Appointment” button.

Library Services

Library services are available for students in distance education-online courses, including off-campus access to online databases and Electronic Course Reserves. The UofL librarians are available to assist you with library services. For more information view the [Library Services for Distance Education and Online Courses](#) page.

Technical Support

If you need technical support with your university account, unlocking your password, accessing wireless, Blackboard or other technical issues, contact the HelpDesk at (502) 852-7997. You can chat with a support expert or submit an email by visiting the [HelpDesk Resources](#) website.

University Writing Center

The University Writing Center is committed to supporting the writing of distance education students. If you are taking a distance education course and cannot make a face-to-face appointment at the Writing Center, you can schedule an online consultation through their Virtual Writing Center. They provide both online live chat sessions and, when that's not possible, they can respond to your draft in writing through an eTutoring session. Learn more at the [Writing Center](#) website.

Syllabus Changes

This syllabus is subject to change. Any changes will be posted on the Announcements page of Blackboard and emailed to students' official UofL email account.

Date last updated: 4/26/2023

