

HPAA 435: Health Care Marketing Spring 2008

Professor Information:

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Course Objectives:

1. Expose students to an overview of traditional concepts.
2. Expose students to an overview of next-generation of marketing approaches.
3. Enhance students' understanding of marketing approaches and techniques through, both, a computer simulation and preparation of a marketing plan.
4. Introduce students to management and organizational issues that influence effective implementation of marketing strategies in healthcare organizations.
5. Provide students with a strong foundation for an ongoing inquiry into health care marketing.

Textbooks:

Berkowitz, Eric N. Essentials Of Health Care Marketing, 2nd Ed. Jones and Baetlett. Sudbury, MA, 2006.
(ISBN: 10-0-7637-8350-1, 13-978-0-7637-8350-1)

Mason, Charlotte H. and Perreault, Willam D., Jr. Marketing Game!: With Student CD-Rom, 3rd. McGraw-Hill Irwin. New York, NY, 2002.
(ISBN: 0-256-13988-1)

Overview of Course:

The class time will be divided between lecture, discussion, and delivery of student presentations. Assigned readings are to be completed as indicated in the attached schedule.

Composition of Course Grade:

10% In-Class Involvement and Homework
20% Computer Simulation
20% Marketing Sketch
15% Logo & Advertisements
15% Mid-Term Exam
20% Final Exam

1. **Class Involvement:** The student is expected to serve as an active participant. Student participation promotes a host of positives. First, it allows each student to learn from the experiences, reading, and education of other students. Second, it prevents the professor from sounding like the Ben Stein character in “Fast Times at Ridgmont High.”
2. **Homework:** At the end of each chapter, a short set of questions appears. These questions may serve as the basis of discussion in class, and students are invited to read the questions and create a brief list of talking points. These talking points are the homework assignment. Please provide a copy at the end of each class where homework is due. The talking points need not be in complete sentences, grammatically correct, employ proper spelling, or avoiding ambiguity. The goal is not to judge competence, but, rather, to ensure completion of the reading assignments and readiness to discuss the materials. To the extent that the materials are legible, written feedback will be provided.
3. **The Marketing Game:** The Marketing Game is a computer simulation, where student teams make marketing decisions about a hypothetical product. The game applies the economic factors and competitive forces (i.e., the influence of other teams in the market), and renders a set of quantified results. For business types, this is FUN!!! It, also, has the merit of providing a practical, hands-on learning experience. While the questions found at the end of each chapter constitute a series of business cases, the simulation takes the place of quantitative-style case studies (in a case-driven course), and teaches through the feedback of a competitive market. Grading is based on the quality of the final briefing at the end of the semester. Unlike the Stockholder’s Briefings (described next), where truth may be the victim of corporate spin, the final briefing should evidence a robust understanding of the tactics employed and the competitive environment informing the varying degrees of success or failure. The intent is to reward learning and performance, in equal measure.
4. **Stockholders’ Briefings:** Each week, the Marketing Game teams will provide short briefings to their stockholders (the class) and face questioning about the success and failure of specific endeavors. As with real life, there is a lag between the submission of a year’s data, the results, and the briefing. This is designed to keep the game competitive (i.e., teams will brief dated/non-current decisions/results) but encourage group learning. The briefing, like similar undertakings in business, may present the position of the business in its best light (spin). The goal of the briefing is to provide experience briefing and confronting questions on performance. As with the rest of The Marketing Game, this should be fun. In order to be fun, however, the teams must get into the spirit of the exercise. This is where you can make mistakes without financial consequence, where your competitors are not named Simon Legree, where government oversight and state attorneys general are not waiting to impose jail sentences for the least infraction of law, and where the competition can remain friendly, chiding, and ... well, you’ll see ... entertaining. The more you get into it as a competitive exercise, the more you will learn.

5. **Special Assignments.** Each of the Marketing Game teams will undertake a number of related assignments. First, the team will create a logo, designed to serve as the emblematic presence of the firm. Second, the team will create a series of commercials and advertisements for many of the standard media (TV, radio, newspapers, and magazines). In both cases (logo and advertisements), the look and thrust should be consistent with the corporate culture and market presence of your firm (market leader, feisty competitor, below-the-radar/stealth presence, niche-segment provider, etc.), and advance the marketing goals of the company. A silly marketing campaign may not mesh with the customer if targeting working professionals but prove successful if expanding the student market. By the same token, a dull and boring advertising campaign, even if conservative and staid, may not entice executives. Using the team advertising presentations, we will discuss the aesthetics of effective ads –scripting, word choice, layout and design, composition, color theory, etc.
6. **Marketing Plan:** Marketing plans are in-depth studies that are data-driven exercises in market segmentation, differentiation, pricing, and distribution / channel analysis. Customer focus groups, demographics assessments, and a host of statistical analysis accompany an often-lengthy written document. The goal of this assignment, unlike the teamwork with the Marketing Game, is to compel individual students to apply the concepts taught in this class to a real or hypothetical marketing challenge in health care. The goal is not to assess the degree or quality of the data-research. It is not to assess the statistical competence of the student-analyst. These are the rightful role of marketing majors and MBAs with a marketing focus. Instead, it is the goal of this survey course to have students demonstrate an understanding of the marketing mix and components, as applied to the specific setting of health care. Therefore, the student will select a product or product line, craft a marketing strategy, and describe it in a 5-to-10 page paper (not including charts, graphs, or graphics). Kudos and high grades go to students who employ secondary sources, researched data, and their own data analysis. But, with the weekly quantitative requirement of the Marketing Game and Stockholders' Briefings, requiring a more thorough Marketing Plan risks making the class more than a survey. Appearance (format, font, spacing, etc.), grammar, and style are important in this assignment. This should be a polished and professional work.
7. **Exams:** There will be a mid-term and final exam. The mid-term represents a means of insuring that no student is falling behind or failing to understand the materials. By intent, the mid-term will be short and focus on the key components of the materials taught to that point in the class. The final, on the other hand, will be comprehensive but, like the mid-term, will target key concepts in marketing.
8. **General:** My intent with this class is to advance the education of the next generation of health care executives. I believe that management is a single discipline, with an assortment of inter-related subspecialties. It is, therefore, important that, prior to graduation, students connect each of the subspecialties with their counterparts and craft a unified understanding of management. This is especially true of marketing. Marketing decisions concerning product pricing will directly impact operating margins (financial analysis and, to a lesser extent,

- accounting). Marketing analysis of demand for a product will drive operating schedules (operations). And marketing analysis of the competition and opportunities for product differentiation will strongly influence strategic planning (strategic management). While no single area of management is dominant in its influence over a firm's success or failure, marketing is clearly a key player in the top tier of managerial subspecialties, and a working grasp of its components is vital in modern health care.
9. **Honor Code.** The honor code does not apply to the stockholder's briefings during The Marketing Game portion of the course. It does apply to the Marketing Sketch, production of the logo and advertisements, submission of The Marketing Game data, and the two exams. Be sure to give proper attribution if quoting or referencing materials, data, or concepts pulled from other sources – including ideas offered by other students. The honor code is provided on the University's web site, and an abbreviated version is provided at HPAA's Edufolio website.