



Health Policy and Management 734

Approaches to Business Plan Development (“Capstone Prep”)

Department of Health Policy and Management
Gillings School of Global Public Health

Fall 2018 Syllabus

Class Location and Time: Rosenau Hall Room 0228 Tuesdays, 3:30-4:45 PM

Meeting Dates (8): 8.28, 9.4, 9.11, 9.25, 10.09, 10.23, and 12.4

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Course Overview

The "Approaches to Business Plan Development" class (aka "Capstone Prep") is a one-credit course intended to introduce and jumpstart the Capstone business plan process for HPM 735 in the Spring. Capstone Prep allows the business plan teams to form up, set team norms, begin to identify if not finalize the focus of their business plan, and deliver and get feedback on an initial concept presentation. Additionally, Capstone Prep allows completion of two of the required four Capstone individual written assignments.

Course Objectives for Capstone Prep

	<i>By the end of Capstone Prep</i>	
1.	<u>Teams</u> will be established to meet the spring semester HPM 735 business plan requirement. All students who enroll in HPM 734 will be on a pre-specified business plan team.	Team Dynamics
2.	<u>Teams</u> will be fully functioning and have clarified internal roles and expectations of team members, although these may change and adapt as the actual business plan rolls out over the spring semester. <u>Teams will have completed and signed an internal team member contract along with other preceptor/client engagement documents.</u>	Self-confidence; Team Dynamics; Accountability; Project and Process Management, Leadership
3.	<u>Teams</u> will have identified and refined a focus for their business plan, and will have worked through drafts of a Business Plan Concept Proposal, taking into account comments, suggestions and feedback from members of other teams, the instructor, the preceptor/client and others as appropriate (e.g., members of preceptor/client management team).	Information Seeking; Achievement Orientation; Project Management; Analytical Thinking

4.	<u>Teams</u> will have presented their Business Plan Concept Proposal to the full class, made final revisions based upon feedback, if indicated and necessary, and submitted a final Business Plan Concept Proposal and all Preceptor/Client Engagement documents.	Communication Skills; Professionalism; Team Dynamics
5.	<u>Individuals</u> will have completed analysis and critique of <u>one</u> prior Capstone business plan and <u>one</u> HBS case study, as part of completing the UNC Graduate School thesis requirement for a Master's degree	Accountability; Achievement Orientation
6.	<u>Teams</u> will have synthesized the Capstone business plan critiques into a "best practices" and "lessons learned" document	Information seeking; Strategic Orientation

Course Approach and Resources

HPM 734 Fall 2015 has a course website on Sakai (<https://sakai.unc.edu>). The Sakai site will be used for announcements, course documents, assignment submission, and communication.

1. **Business Plans:** The UNC Graduate School requirement for comprehensive examinations is met by completion of the Capstone Business Plan in the final semester. Capstone Prep is the first stage in meeting this requirement.

Resources: There are no designated textbooks for this course, although there are many resources on business plans and the business plan process online and in bookstores. Recommended are the series of publications from The Planning Shop (<http://www.planningshop.com>). *The Successful Business Plan: Secrets & Strategies, 7th Ed.* by Rhonda Abrams is available from The Planning Shop or used online. This publication has been the assigned text for many years in HPM 734/735 for both residential and EMP classes, and each team should have at least one copy as a reference throughout CapPrep as well as Capstone.

Although students have found the usefulness to be variable, software options for working through the business planning process, including templates for some of the financial components, are available with *Business Plan Pro* and *Business Plan Pro, Social Enterprise Edition* (<http://www.businessplanpro.com>).

Finally, copies of selected previous years' Capstone Business Plans are available on Sakai to see how students have successfully approached this task in the past.

2. **Individual Written Assessments:** The UNC Graduate School has an individual thesis requirement for graduation from Master's programs. This requirement is met by HPM MHA students doing individual written assignments, two in the Fall (during CapPrep) and two in the Spring (during Capstone).

- a. The first individual written assignment during Capstone Prep is a critique of a previous Capstone Business Plan. This assignment serves multiple purposes: (1) it will familiarize students and teams with previous Capstone plans; (2) it will require students to understand the structure and content of business plans; and (3) it will provide an excellent sample of the student's ability to read, analyze, and critique a comprehensive business document. The exercise is in the form of a thorough memorandum/report by an individual analyst preparing a "due diligence" analysis of a business plan for an investment committee or board of directors. Guidance for preparation of the analyses will be posted on the course website, along with examples of prior years' critiques. A team benefit of this individual exercise is that each team member will have assessed a different Capstone plan, thus bringing to the team multiple perspectives on business plan structure, content and focus. Team discussion of the individual critiques is required and

helpful along the lines of “lessons-learned” or “best-practices-distilled” resulting from the individual team member business plan reviews.

b. The second individual written assignment during Capstone Prep is the Harvard Business School (HBS) **Narayana Hrudayalaya case study to be acquired at <https://hbsp.harvard.edu/import/560653>**, utilizing the eight-step case study approach. The case study method has been presented and practiced in prior classes (e.g., HPM 725); however, review material and examples will be posted on the course website. The HBS case study will be debriefed in class.

Format for individual deliverables:

HBS Case Study: Four-page document comprised of a one (1) page Executive Summary and three (3) pages of support material supplemented by relevant annotated appendices (links from the four pages to an appendix with a return link.) Use single line spacing (1.0), one-inch margins, 11 point Calibri font. Submit the individual assignments to the appropriate Sakai folder in MS Word format only. *Do not submit as Adobe “.pdf”.*

File Naming Conventions:

For individual deliverables use a file naming convention beginning with the *lastname* followed by the assignment description, e.g. Sloate_BPCritique.docx

For team deliverables use a file naming convention which includes the Team letter (1, 2, 3 etc.) as well as the name (or abbreviation), followed by the assignment description, e.g. Team_1_TeamContract.docx.

Requirements and Expectations

Participation in class and on the individual teams is critical for the success of Capstone Prep. Input and sharing of perspective/expertise within as well as between teams is necessary and very helpful in the development of plans and approaches.

There are a total of five deliverables across the semester (two individual deliverables, and three team deliverables).

The two individual deliverables for Capstone Prep include: (1) an analysis and critiques of a previous Capstone Business Plan (graded as H, P+, P, or L), as described above, and (2) a HBS case study submission (graded on a 50pt scale).

The three team deliverables for Capstone Prep (marked as either “complete” or “incomplete”) are:

1. Completed and signed internal team business contracts with preliminary specification of responsibilities and agreed-upon “team norms” or expectations for the Spring Semester Capstone Business Plan process;
2. PPT presentations on preliminary project ideas by each team mid-semester (~12 minutes, 8-10 slides), submission of slide deck (PPT), and an annotated (“Notes Pages”) hard-copy of the presentation;
3. Video recorded and critiqued PPT presentations by each team at the end of the semester (~20 minutes, 12-14 slides) of project choice and status, submission of slide deck, and an annotated (“Notes Pages”) hard copy of the presentation.

Teams on their own schedule will submit preliminary drafts of their business plan idea/concept proposal throughout the semester for comments, suggestions and guidance from the instructor and others.

Suggested formats for the internal team contracts and checklists/guidance for preparing a business plan concept proposal are posted on the course website.

Grading

Each of the deliverables will be assessed on the scale as described above. The final posted individual grade for this one-hour course, however, will be either an H (“High Pass”), P (“Pass”), L (“Low Pass”) or F (“Fail”), mostly determined by the individual deliverable performance. Class attendance and participation, however, will play a part in letter grades on the margin.

UNC Honor Code

The principles of academic honesty, integrity, and responsible citizenship govern the performance of all academic work and student conduct at the University as they have during the long life of this institution. Your acceptance of enrollment in the University presupposes a commitment to the principles embodied in the Code of Student Conduct and a respect for this most significant Carolina tradition. Your reward is in the practice of these principles.

Your participation in this course comes with the expectation that your work will be completed in full observance of the Honor Code. Academic dishonesty in any form is unacceptable, because any breach in academic integrity, however small, strikes destructively at the University's life and work.

If you have any questions about your responsibility or the responsibility of faculty members under the Honor Code, please consult with someone in either the Office of the Student Attorney General (966-4084) or the Office of the Dean of Students (966-4042).

Read “The Instrument of Student Judicial Governance” (<http://instrument.unc.edu>).

Recognizing, Valuing, and Encouraging Diversity

Promoting and valuing diversity in the classroom enriches learning and broadens everyone’s perspectives. Inclusion and tolerance can lead to respect for others and their opinions and is critical to maximizing the learning that we expect in this program. This may challenge our own closely held ideas and personal comfort zones. The results, however, create a sense of community and promote excellence in the learning environment.

Diversity includes consideration of (1) the variety of life experiences others have had, and (2) factors related to “diversity of presence,” including, *among others*, age, economic circumstances, ethnic identification, disability, gender, geographic origin, race, religion, sexual orientation, social position.

This class will follow principles of inclusion, respect, tolerance, and acceptance that support the values of diversity.

CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Go to their website: <https://caps.unc.edu> or visit their facilities on the third floor of the Campus Health Services building for a walk-in evaluation to learn more.

Disability Accommodation

UNC-CH supports all reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability, or a pregnancy complication resulting in difficulties with accessing learning opportunities.

All accommodations are coordinated through the UNC Office of Accessibility Resources & Services (ARS), <http://accessibility.unc.edu>; phone 919-962-8300 or email accessibility@unc.edu. Students must document their need for accommodations with ARS before any accommodations can be implemented.

Course Evaluation

HPM participates in the UNC-CH's online course evaluation system, enabled at the end of the semester by Scantron Class Climate. Your responses will be anonymous, with feedback provided in the aggregate. Open-ended comments will be shared with instructors, but not identified with individual students. Your participation in course evaluation is an expectation, since providing constructive feedback is a professional obligation. Feedback is critical, moreover, to improving the quality of our courses, as well as for instructor assessment.

HPM 734

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CLASS SCHEDULE, FALL

The Capstone Prep class will have eight Tuesday sessions, 3:30 - 4:45 PM, in Rosenau 228.

Session/ Week	Date	Subject / Activity	Deliverables
Session 1 Week 2	8.28	Overview of CapPrep and Capstone – <i>individual and team deliverables</i> Structure and Content of Business Plans Address potential Capstone project inventory development	<ul style="list-style-type: none"> Review the syllabus
Session 2 Week 3	9.4	Lessons learned in Capstone Business Plan process	<ul style="list-style-type: none"> Submit potential Capstone project descriptions by 9.3
Session 3 Week 4	9.11	Aspects and Components of Business Plans – breaking it down into Market Model + Operating Model + Financial Model + Performance Reporting Model	<ul style="list-style-type: none">
Session 4 Week 6	9.25	Prior Capstone Business Plans: <i>Discussion in teams</i>	<ul style="list-style-type: none"> Analysis and critique of prior Capstone Business Plan - <i>Individual Deliverable 1 is due Monday 9.24 by 11:55pm</i>
Session 5 Week 8	10.9	Team presentations: <i>Description of initial thoughts/direction and 2-3 ideas if have not decided on a client.</i> 10 min presentation and feedback	<ul style="list-style-type: none"> Annotated slides of team progress-to-date. -- <i>Team Deliverable 1 in class</i>
<ul style="list-style-type: none"> <i>Fall Recess 10/18 -10/21</i> 			
Session 6 Week 10	10.23	HBS Narayana case study: <i>Debriefed in class</i>	<ul style="list-style-type: none"> HBS case study submission -- <i>Individual Deliverable 2 due Monday 10.22 by 11:55pm</i>
Session 7 Week 13	11.13	<i>Teams schedule recorded sessions with TA. We can do 5 ten-minute presentations per week.</i>	<ul style="list-style-type: none"> Submit Preceptor/Client Management work products when complete
Session 8 Week 14	11.20	<i>Teams schedule recorded sessions with TA. We can do 5 ten-minute presentations per week.</i>	<ul style="list-style-type: none"> Submit Preceptor/Client Management work products when complete
No class Week 16	12.4	Final day for teams to submit business plan/concept plans based upon preceptor exchanges to date	<ul style="list-style-type: none"> Signed Capstone team contract and Preceptor/Client Management Documents -- <i>Team Deliverable 3 due Monday 12.3 by 11:55 pm</i>

Notes: Seven class sessions are open days for team meetings and instructor office sessions; however, teams should meet on their own schedule at least 2-3 times during the semester. *At least two of these meetings should be scheduled to include the instructor. Please use the Outlook calendar to schedule time with Professor Sloate.*