



MINERVA[®]
SCHOOLS AT KGI

SEEDS Assessment Marketing Analysis

Linh Doan

Table of contents

1. Background
 2. Current Problems
 - 2.1. Current Stages
 - 2.2. Current Problems
 3. Analysis and Suggested Solutions
 - 3.1. Core Product Value Proposition
 - 3.2. Customer Analysis
 - 3.3. Values and Customers
 - 3.4. Products
 - 3.5. Price
 - 3.6. Place
 - 3.7. Promotion
 4. Summary + Further research
-

1. Background

What is SEEDS Assessment?

- The SEEDS Assessment stands for the **Social-Emotional, Evidence-based Developmental Strengths Assessment** conducted by the UCLA Clinical Psychology research team and PracticeWise (a Child & Adolescent Mental Health Company).
- A 62-item self-report questionnaire designed to measure the social-emotional competency areas in children and adolescents that matter most.
- Provide feedback to parents regarding their children's social-emotional strength behaviors as well as recommended steps for how to strengthen those areas in order to reduce social and mental health problems.
- Website: <http://www.seedsassessment.com/>



*“Measuring the areas of your mental health that matter most;
providing steps for strengthening and maintaining your health and happiness.”*

SEEDS Mission Statement

The SEEDS Areas

The following areas represent the ‘evidence-based’ target areas of social-emotional development, measured together for the first time by the SEEDS Assessment:

- | | |
|--|--|
| <ul style="list-style-type: none">● Knowing About Emotions● Problem Solving● Cognitive: Changing My Thinking● Self-Rewards/ Self-Praise● Goal Setting● Pleasant Activity Scheduling | <ul style="list-style-type: none">● Relaxation Skills● Talent Building● Stimulus/Cue Management● Facing Your Fear● Social Skills● Communication Skills● Assertiveness Skills |
|--|--|

SEEDS Results

- Individual results:**
 - You can visually see the areas of your child's or student's Social-Emotional Strength behaviors. You can see whether each of the 13 areas fall in the Below Average, Average, or Above Average range.
 - Used to understand your child's specific areas of strengths (e.g., my child is strong at Communication Skills and Problem Solving), and also specific areas of weaknesses that may need more support and strengthening (e.g., my child needs more support in strengthening his Relaxation Skills and Assertiveness Skills).

Parent Report

Introduction

The SEEDS Assessment is based on research results conducted by the UCLA Clinical Psychology research team and PracticeWise (a Child & Adolescent Mental Health Company) aimed at identifying which areas work most effectively in supporting children's mental health. The SEEDS Assessment provides feedback to parents regarding their children's social-emotional strength behaviors as well as recommended steps for how to strengthen those areas in order to reduce social and mental health problems.

Social-Emotional Strengths

The term 'Social-Emotional' refers to the social and emotional skills—spanning both cognitive and behavioral domains—that help a person build strong, positive relationships with others and reduce negative stress in life that interfere with their happiness and emotional wellbeing. Research has shown that these 'Social-Emotional Strengths' are important for youth to learn and develop in order to achieve stronger academic success, more meaningful relationships, and long-term happiness.

Score Interpretation

Less than 60

Social-Emotional Strengths Level is below average; it is recommended that your child receive follow-up support to strengthen this area.

60 - 80

Social-Emotional Strengths Level is average; it is recommended that your child learn skills to further strengthen this area.

Greater than 80

Social-Emotional Strengths Level is above average; it is recommended that your child learn skills for maintaining this area.

Validity Results

Test	Result	Validity
Regional Concurrence Measure	Below 12	'Above 12' indicates that your child made 12 or more concurrent responses.
Reliability of Responses	Yes	'No' suggests that reliability of your child's responses is low.
Number of Blank Responses	0	The greater the number of blank response, the less reliable scores may be.

SEEDS Results

Total Score

Social-Emotional Strengths Level:

Your child's Total Score on the SEEDS Questionnaire fell in the middle/average range, which indicates that your child is engaging in an average amount of Social-Emotional Strength Behaviors compared to other children in his/her grade. In general, higher SEEDS scores are associated with less mental health problems, such as depression, anger, and anxiety. The below scores provide more specific information for each SEEDS area related to your child. Please refer to the next page for specific recommendations for how to begin strengthening your child's social-emotional strength behaviors, including follow-up support options with trained professionals.

Category	Item	Score
Thoughts	Knowing About Emotions	75
	Problem Solving	70
	Challenge My Negative Thoughts	55
	Self-Rewards & Self-Praise	70
	Goal Setting	80
Behaviors	Activity Scheduling	85
	Relaxation	60
	Talent Building	65
	Stimulus/Cue Management	70
	Facing My Fears	60
Interpersonal	Social Skills	80
	Communication Skills	70
	Assertiveness Skills	75

Social-Emotional, Evidence-based Developmental Strengths

3
⚠ The results above are example data only. ⚠

Area Names	Specific Recommendations															
“ Thoughts ”	<table border="1"> <tr> <td>Knowing About Emotions</td> <td>Medium</td> <td> <ul style="list-style-type: none"> Support your child to understand that mental health problems are common, but that it is important to take active steps to improving our lives. Consult with a professional counselor as needed. Support your child in recognizing, tracking, and recording his/her moods, thoughts, and behaviors to better understand these experiences in his/her life. </td> </tr> <tr> <td>Problem Solving</td> <td>Medium</td> <td> <ul style="list-style-type: none"> Support your child in identifying problems in his/her life contributing to his/her stress, and then spend time generating multiple possible solutions together for each problem. Think through the pros and cons of each solution before picking the best one, and then encourage your child in continuing to solve the problems causing stress in his/her life. </td> </tr> <tr> <td>Challenge My Negative Thoughts</td> <td>Low</td> <td> <ul style="list-style-type: none"> Support your child in becoming aware of negative thoughts that make your child feel bad about himself. Support your child in reducing negative social interactions, such as by teaching assertiveness skills to reduce harmful comments by peers and reducing contact with bullies. </td> </tr> <tr> <td>Self-Rewards & Self-Praise</td> <td>Medium</td> <td> <ul style="list-style-type: none"> Support your child in rewarding and praising himself after working hard or achieving something. Remind your child of the importance of being proud of oneself for one's hard efforts and even small accomplishments. </td> </tr> <tr> <td>Goal Setting</td> <td>High</td> <td> <ul style="list-style-type: none"> Help your child develop specific, meaningful, and realistic goals, and help him/her develop a plan for achieving them. Praise your child for taking steps towards his/her goals in life. </td> </tr> </table>	Knowing About Emotions	Medium	<ul style="list-style-type: none"> Support your child to understand that mental health problems are common, but that it is important to take active steps to improving our lives. Consult with a professional counselor as needed. Support your child in recognizing, tracking, and recording his/her moods, thoughts, and behaviors to better understand these experiences in his/her life. 	Problem Solving	Medium	<ul style="list-style-type: none"> Support your child in identifying problems in his/her life contributing to his/her stress, and then spend time generating multiple possible solutions together for each problem. Think through the pros and cons of each solution before picking the best one, and then encourage your child in continuing to solve the problems causing stress in his/her life. 	Challenge My Negative Thoughts	Low	<ul style="list-style-type: none"> Support your child in becoming aware of negative thoughts that make your child feel bad about himself. Support your child in reducing negative social interactions, such as by teaching assertiveness skills to reduce harmful comments by peers and reducing contact with bullies. 	Self-Rewards & Self-Praise	Medium	<ul style="list-style-type: none"> Support your child in rewarding and praising himself after working hard or achieving something. Remind your child of the importance of being proud of oneself for one's hard efforts and even small accomplishments. 	Goal Setting	High	<ul style="list-style-type: none"> Help your child develop specific, meaningful, and realistic goals, and help him/her develop a plan for achieving them. Praise your child for taking steps towards his/her goals in life.
	Knowing About Emotions	Medium	<ul style="list-style-type: none"> Support your child to understand that mental health problems are common, but that it is important to take active steps to improving our lives. Consult with a professional counselor as needed. Support your child in recognizing, tracking, and recording his/her moods, thoughts, and behaviors to better understand these experiences in his/her life. 													
	Problem Solving	Medium	<ul style="list-style-type: none"> Support your child in identifying problems in his/her life contributing to his/her stress, and then spend time generating multiple possible solutions together for each problem. Think through the pros and cons of each solution before picking the best one, and then encourage your child in continuing to solve the problems causing stress in his/her life. 													
	Challenge My Negative Thoughts	Low	<ul style="list-style-type: none"> Support your child in becoming aware of negative thoughts that make your child feel bad about himself. Support your child in reducing negative social interactions, such as by teaching assertiveness skills to reduce harmful comments by peers and reducing contact with bullies. 													
	Self-Rewards & Self-Praise	Medium	<ul style="list-style-type: none"> Support your child in rewarding and praising himself after working hard or achieving something. Remind your child of the importance of being proud of oneself for one's hard efforts and even small accomplishments. 													
Goal Setting	High	<ul style="list-style-type: none"> Help your child develop specific, meaningful, and realistic goals, and help him/her develop a plan for achieving them. Praise your child for taking steps towards his/her goals in life. 														
“ Behaviors ”	<table border="1"> <tr> <td>Activity Scheduling</td> <td>High</td> <td> <ul style="list-style-type: none"> Support your child in engaging in regular and frequent pleasant activities with people he/she likes. Encourage your child to engage in at least some activities that involve helping other people. </td> </tr> <tr> <td>Relaxation</td> <td>Low</td> <td> <ul style="list-style-type: none"> Support your child in the use of Relaxation Skill, which can include sitting somewhere quiet with his/her eyes closed, taking deep breaths (in and out, slowly), and relaxing his/her mind and body, until he/she feels physically and mentally relaxed. * We typically do not recommend watching TV or playing (stimulating) computer games as relaxing activities, since these often do not lead to relaxation of the body and mind. Sleeping is also not considered "Relaxation Skills". </td> </tr> <tr> <td>Talent Building</td> <td>Medium</td> <td> <ul style="list-style-type: none"> Help your child find a hobby, sport, or activity in his/her life that he/she cares about and wants to improve. Help him/her develop a specific goal for improving in this hobby, sport, or activity. Praise your child for developing his/her talents and skills, and help him/her in persisting in developing this skill even when life gets difficult and stressful. </td> </tr> <tr> <td>Stimulus/Cue Management</td> <td>Medium</td> <td> <ul style="list-style-type: none"> Encourage and praise your child for keeping his/her environment (such as his/her bedroom) visually pleasant. Support your child in reducing contact with negative people in his/her life (such as bullies at school) who make him/her feel bad. </td> </tr> <tr> <td>Facing My Fears</td> <td>Low</td> <td> <ul style="list-style-type: none"> If not in real danger, encourage your child to face his/her fears that are holding him/her back in important areas of life. Remind your child of the importance of continuing to practice the things we are afraid of until we are no longer afraid of them. </td> </tr> </table>	Activity Scheduling	High	<ul style="list-style-type: none"> Support your child in engaging in regular and frequent pleasant activities with people he/she likes. Encourage your child to engage in at least some activities that involve helping other people. 	Relaxation	Low	<ul style="list-style-type: none"> Support your child in the use of Relaxation Skill, which can include sitting somewhere quiet with his/her eyes closed, taking deep breaths (in and out, slowly), and relaxing his/her mind and body, until he/she feels physically and mentally relaxed. * We typically do not recommend watching TV or playing (stimulating) computer games as relaxing activities, since these often do not lead to relaxation of the body and mind. Sleeping is also not considered "Relaxation Skills". 	Talent Building	Medium	<ul style="list-style-type: none"> Help your child find a hobby, sport, or activity in his/her life that he/she cares about and wants to improve. Help him/her develop a specific goal for improving in this hobby, sport, or activity. Praise your child for developing his/her talents and skills, and help him/her in persisting in developing this skill even when life gets difficult and stressful. 	Stimulus/Cue Management	Medium	<ul style="list-style-type: none"> Encourage and praise your child for keeping his/her environment (such as his/her bedroom) visually pleasant. Support your child in reducing contact with negative people in his/her life (such as bullies at school) who make him/her feel bad. 	Facing My Fears	Low	<ul style="list-style-type: none"> If not in real danger, encourage your child to face his/her fears that are holding him/her back in important areas of life. Remind your child of the importance of continuing to practice the things we are afraid of until we are no longer afraid of them.
	Activity Scheduling	High	<ul style="list-style-type: none"> Support your child in engaging in regular and frequent pleasant activities with people he/she likes. Encourage your child to engage in at least some activities that involve helping other people. 													
	Relaxation	Low	<ul style="list-style-type: none"> Support your child in the use of Relaxation Skill, which can include sitting somewhere quiet with his/her eyes closed, taking deep breaths (in and out, slowly), and relaxing his/her mind and body, until he/she feels physically and mentally relaxed. * We typically do not recommend watching TV or playing (stimulating) computer games as relaxing activities, since these often do not lead to relaxation of the body and mind. Sleeping is also not considered "Relaxation Skills". 													
	Talent Building	Medium	<ul style="list-style-type: none"> Help your child find a hobby, sport, or activity in his/her life that he/she cares about and wants to improve. Help him/her develop a specific goal for improving in this hobby, sport, or activity. Praise your child for developing his/her talents and skills, and help him/her in persisting in developing this skill even when life gets difficult and stressful. 													
	Stimulus/Cue Management	Medium	<ul style="list-style-type: none"> Encourage and praise your child for keeping his/her environment (such as his/her bedroom) visually pleasant. Support your child in reducing contact with negative people in his/her life (such as bullies at school) who make him/her feel bad. 													
Facing My Fears	Low	<ul style="list-style-type: none"> If not in real danger, encourage your child to face his/her fears that are holding him/her back in important areas of life. Remind your child of the importance of continuing to practice the things we are afraid of until we are no longer afraid of them. 														
“ Interpersonal ”	<table border="1"> <tr> <td>Social Skills</td> <td>High</td> <td> <ul style="list-style-type: none"> Encourage your child to say hello to others with a positive and friendly greeting. Encourage your child to practice starting conversations (in appropriate situations) and take turns speaking and listening to others. </td> </tr> <tr> <td>Communication Skills</td> <td>Medium</td> <td> <p>As a Speaker</p> <ul style="list-style-type: none"> When your child is upset at someone, support your child in telling that person what he/she wants or needs (instead of just walking away or saying nothing). When your child is upset at someone, support your child in staying calm when talking with that person and not adding mean words. <p>As a Listener</p> <ul style="list-style-type: none"> When someone is talking to your child about a problem, teach your child to wait until the speaker is done speaking before replying. Support your child in refraining from showing negative postures and gestures when listening to others. </td> </tr> <tr> <td>Assertiveness Skills</td> <td>Medium</td> <td> <ul style="list-style-type: none"> Support your child in identifying his/her needs in social situations and learning when to share his/her needs calmly yet firmly. Help your child learn how to assert his/her needs in social situations without being aggressive, and to use humor and empathetic statements when appropriate. </td> </tr> </table>	Social Skills	High	<ul style="list-style-type: none"> Encourage your child to say hello to others with a positive and friendly greeting. Encourage your child to practice starting conversations (in appropriate situations) and take turns speaking and listening to others. 	Communication Skills	Medium	<p>As a Speaker</p> <ul style="list-style-type: none"> When your child is upset at someone, support your child in telling that person what he/she wants or needs (instead of just walking away or saying nothing). When your child is upset at someone, support your child in staying calm when talking with that person and not adding mean words. <p>As a Listener</p> <ul style="list-style-type: none"> When someone is talking to your child about a problem, teach your child to wait until the speaker is done speaking before replying. Support your child in refraining from showing negative postures and gestures when listening to others. 	Assertiveness Skills	Medium	<ul style="list-style-type: none"> Support your child in identifying his/her needs in social situations and learning when to share his/her needs calmly yet firmly. Help your child learn how to assert his/her needs in social situations without being aggressive, and to use humor and empathetic statements when appropriate. 						
	Social Skills	High	<ul style="list-style-type: none"> Encourage your child to say hello to others with a positive and friendly greeting. Encourage your child to practice starting conversations (in appropriate situations) and take turns speaking and listening to others. 													
	Communication Skills	Medium	<p>As a Speaker</p> <ul style="list-style-type: none"> When your child is upset at someone, support your child in telling that person what he/she wants or needs (instead of just walking away or saying nothing). When your child is upset at someone, support your child in staying calm when talking with that person and not adding mean words. <p>As a Listener</p> <ul style="list-style-type: none"> When someone is talking to your child about a problem, teach your child to wait until the speaker is done speaking before replying. Support your child in refraining from showing negative postures and gestures when listening to others. 													
Assertiveness Skills	Medium	<ul style="list-style-type: none"> Support your child in identifying his/her needs in social situations and learning when to share his/her needs calmly yet firmly. Help your child learn how to assert his/her needs in social situations without being aggressive, and to use humor and empathetic statements when appropriate. 														

Follow-up Support

The SEEDS Support Team provides group-based as well as individual training programs for parents and children regarding how to more effectively strengthen these various social-emotional behaviors in life. Please visit www.SEEDSAssessment.com for more information, or you can email us at info@SeedsAssessment.com or call us at 02-907-7333.

△ The results above are example data only. △

SEEDS Results

• Specific Recommendations.

- On page 2 of the report, we also provide specific actions that can be taken to strengthen each Social-Emotional Strength area. Each of the 13 major areas are also categorized into one of the three major areas of Cognitive Skills, Behavioral Skills, and Interpersonal Skills.
- Learning about how to support your child in building his/her strengths in these areas will help her create a more productive, successful and happy life.

SEEDS Results

- **Classroom Results.**

- Provide summaries of each student's scores regarding their Social-Emotional Strength behaviors. Teachers can see visually see the pattern of strengths and weakness across the various Social-Emotional Strength behavior areas for your classroom. The blue cells represent Strength areas, and the Blue cells represent areas in need of strengthening.
- On page 2, we also list the names of each student falling in the Low and High range for each skill area.

Teacher Classroom Summary Report

Less than 60

Social-Emotional Strengths Level is below average; it is recommended that your child receive follow-up support to strengthen this area.

60 - 80

Level is average; it is recommended that your child learn skills to further strengthen this area.

Greater than 80

Social-Emotional Strengths Level is above average; it is recommended that your child learn skills for maintaining this area.

School: SEEDS Elementary School

Grade/Teacher: 5th/Ms. Seeds

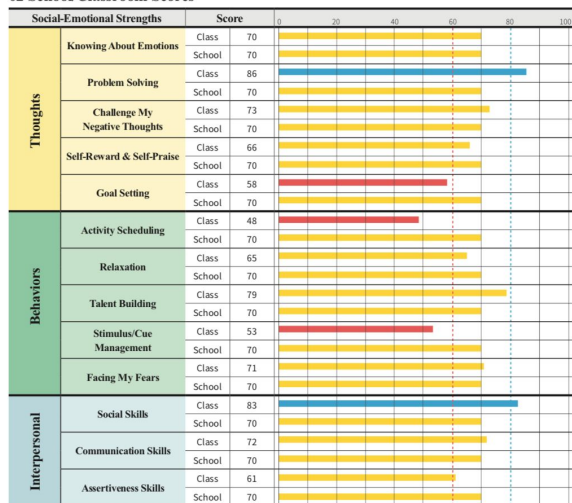
Today's Date: January 1, 2017

Please visit www.SEEDSAssessment.com and login with your pre-assigned ID **TeacherID3** and Password **1234** to view and/or download the SEEDS Assessment results for your entire classroom and individual students.

01 Classroom Results

#	Name/ Gender	Validity		Total	Thoughts					Behaviors				Interpersonal				
		Repeated Consecutive Reaction	Reliability of Response		Number of Blank Responses	Social-Emotional Strengths Level	Knowing About Emotions	Problem Solving	Challenging My Negative Thoughts	Self-Rewards & Self-Praise	Goal Setting	Activity Scheduling	Relaxation	Talent Building	Stimulus/Cue Management	Facing My Fears	Social Skills	Communication Skills
01	Amelia C.,F	N	Y	0	71	71	67	67	78	69	69	78	69	71	71	67	66	72
02	Isabella E.,F	N	Y	0	67	59	59	68	66	65	57	54	65	76	60	77	68	62
03	Charlotte B.,F	N	Y	0	74	84	78	75	73	85	77	78	81	62	79	76	76	63
04	Noah K.,M	N	Y	0	76	76	83	83	85	84	77	78	81	55	52	85	88	49
05	Jacob P.,M	N	Y	0	76	74	74	78	71	75	77	78	73	83	79	77	78	77
06	Aiden J.,M	N	Y	0	86	86	87	83	85	88	77	78	81	91	71	85	90	83
07	Sebastian A.,M	N	Y	0	67	65	73	66	71	73	77	78	69	72	79	59	62	62
08	Mia L.,F	N	Y	0	80	86	87	83	85	88	77	78	81	91	79	62	62	80
09	Emma K.,F	N	Y	0	68	59	66	75	55	62	80	80	74	67	82	75	68	76
10	Mason H.,M	N	Y	0	63	58	63	68	59	57	71	76	69	64	74	65	58	56
11	Lucas K.,M	N	Y	0	74	78	71	73	76	75	67	71	73	75	58	73	77	75
12	Evelyn L.,F	N	Y	0	81	90	90	85	89	73	80	80	85	80	70	90	82	50
13	Aria A.,F	N	Y	0	75	85	71	83	66	76	71	54	80	80	82	82	67	79
14	Daniel K.,M	N	Y	0	71	73	86	60	72	72	53	62	48	62	70	64	77	77
15	Chloe E.,F	N	Y	0	67	78	63	81	79	65	71	71	73	70	62	59	64	60
16	Scarlett Q.,F	N	Y	0	66	55	63	74	61	68	76	76	78	57	82	80	73	60
17	Layla K.,F	N	Y	0	59	58	59	57	56	62	80	76	74	59	78	54	58	54
18	Jayden C.,M	N	Y	0	61	55	61	54	77	61	35	58	54	70	41	53	64	62
19	Andrew J.,M	N	Y	0	67	62	65	69	71	59	67	67	63	73	62	67	64	69
20	Gabriel B.,M	N	Y	0	78	83	79	73	78	68	77	62	75	82	79	85	70	84

02 School/Classroom Scores



03 Student Support List

Social-Emotional Strengths		Students Needing Support	Students With High (Strong) Levels
Thoughts	Knowing About Emotions	Isabella E., Emma K., Mason H., Scarlett Q., Layla K., Jayden C.	Charlotte B., Aidan J., Mia L., Evelyn L., Aria A., Gabriel B.
	Problem Solving	Isabella E., Layla K.	Noah K., Aidan J., Mia L., Evelyn L., Daniel K.
	Challenge My Negative Thoughts	Daniel K., Layla K., Jayden C.	Noah K., Aidan J., Mia L., Evelyn L., Aria A., Chloe E.
	Self-Reward & Self-Praise	Emma K., Mason H., Layla K.	Noah K., Aidan J., Mia L., Evelyn L.
	Goal Setting	Mason H., Andrew J.	Charlotte B., Noah K., Aidan J., Mia L.
Behaviors	Activity Scheduling	Isabella E., Daniel K., Jayden C.	Emma K., Evelyn L., Layla K.
	Relaxation	Isabella E., Aria A., Jayden C.	Emma K., Evelyn L.
	Talent Building	Daniel K., Jayden C.	Charlotte B., Noah K., Aidan J., Mia L., Evelyn L., Aria A.
	Stimulus/Cue	Noah K., Scarlett Q., Layla K.	Jacob P., Aidan J., Mia L., Evelyn L., Aria A., Gabriel B.
	Facing My Fears	Isabella E., Noah K., Lucas K., Jayden C.	Emma K., Aria A., Scarlett Q.
Interpersonal	Social Skills	Sebastian A., Chloe E., Layla K., Jayden C.	Noah K., Aidan J., Evelyn L., Aria A., Scarlett Q., Gabriel B.
	Communication Skills	Mason H., Layla K.	Noah K., Aidan J., Evelyn L.
	Assertiveness Skills	Noah K., Mason H., Evelyn L., Chloe E., Scarlett Q., Layla K.	Aidan J., Mia L., Gabriel B.

△ The results above are example data only. △

Classroom Results

- On page 2, the assessment also shows how your classroom compares to your entire school on average. For example, does your classroom have weaker or stronger Problem Solving Skills than the average class of your school?
- This information can be used to understand your classroom students' specific areas of strengths and weaknesses in need for further strengthening to support your students overall Social-Emotional development, well-being, and academic success.

2. Current Problems

Current Stages

- The SEEDS Assessment has been validated and tested on 1003 Korean childrens.
 - The research team is planning to expand this project to a FOR-PROFIT enterprise.
 - The team is applying for a grant from Duksung Woman's University to help expand this project to a for-profit company. The grant is \$60,000/year, and will be given for two years. Responsibilities for the grant includes: publish scientific papers and build a sustainable product/service to improve mental health problems in Korea.
 - However, the team is facing multiple problems when expanding from a scientific research to a real business product
-

Current Problems

1. Customers
2. Business Model and Marketing strategies:
 - a. Products
 - b. Prices
 - c. Place
 - d. Promotion

Current Problems

1. Customers:

- **Who are the most potential customers of SEEDS?**
 - **How to manage and maintain the relationship with customers?**
- The team is considering three types of customers:
 - (1) Parents
 - (2) Schools
 - (3) Therapists
 - Each type of customers will have potentialities as well as challenges to approach. However, with limited resources, the team may have to choose only one type of customers to focus on.
 - The team wants to know which one they should choose, how they should segment the market, and how they can develop a business model and customer relationship plans to keep the customers.
-

Current Problems

2. Business Models and Marketing Strategies

- **Products**

- SEEDS has two main categories of products:
 - Core products: Assessment + Results
 - Follow-up services: (1) Parent-children workshop, (2) Counselor training, (3) Individual counseling, (4) Mental health app: to track and improves 13 areas for students, (5) Information hub for mental services.
 - The team wants to know how to differentiate its core products and what type of follow-up services/products that the team should provide for the potential customers.
-

Current Problems

2. Business Models and Marketing Strategies

- **Price**

- The current price for the assessment is \$5/child (test). The individual report (score + recommendation), plus classroom reports if requested, will be provided in the package.
 - The team wants to know whether the price and the current pricing model (charging based on the test) is reasonable for the type of customers that they plan to approach.
-

Current Problems

2. Business Models and Marketing Strategies

- **Place (Distribution Channel)**

- The current distribution channel right now is through direct sales: the team approach one elementary school and convince the principal to conduct the assessments for all students.
 - The team wants to know which distribution channel is the most effective to approach its customers.
-

Current Problems

2. Business Models and Marketing Strategies

- **Promotion**

- The team only have the website to inform customers about its products.
 - The team wants to know how to promote their products/services (through which channel) to more customers.
-

3. Analysis and Suggested Solutions

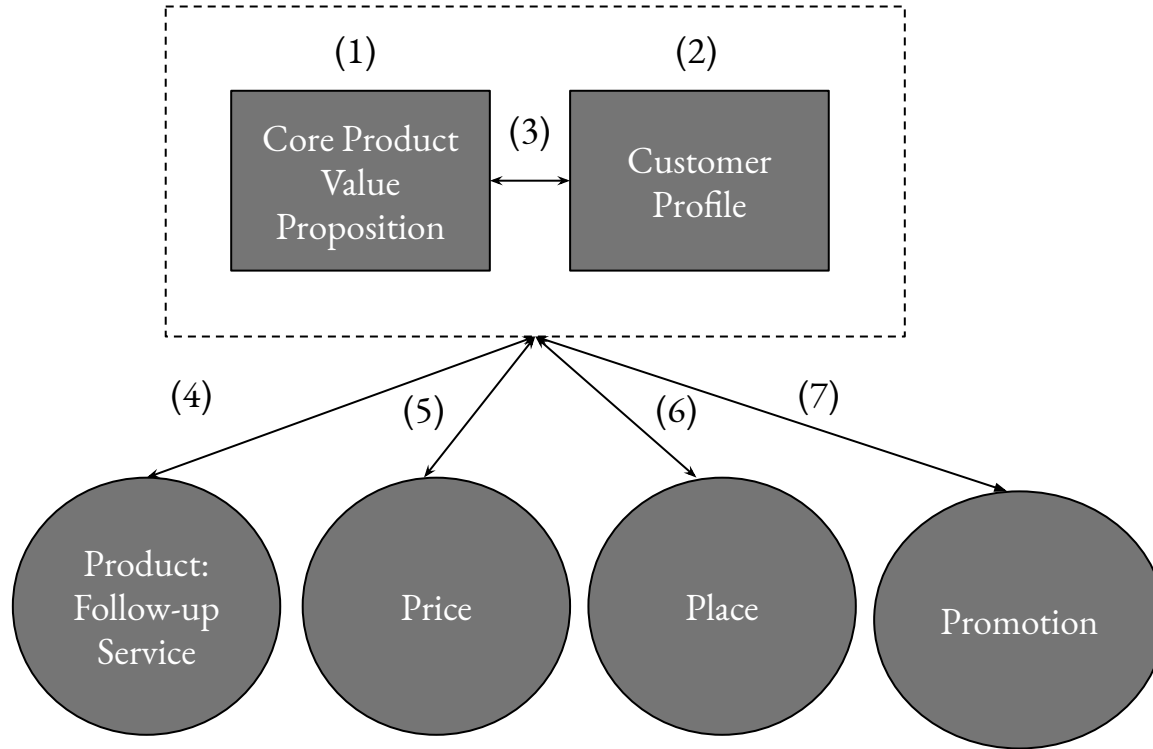


Figure 1: The solution framework.

To solve these problems mentioned above, I will start with the analysis of:

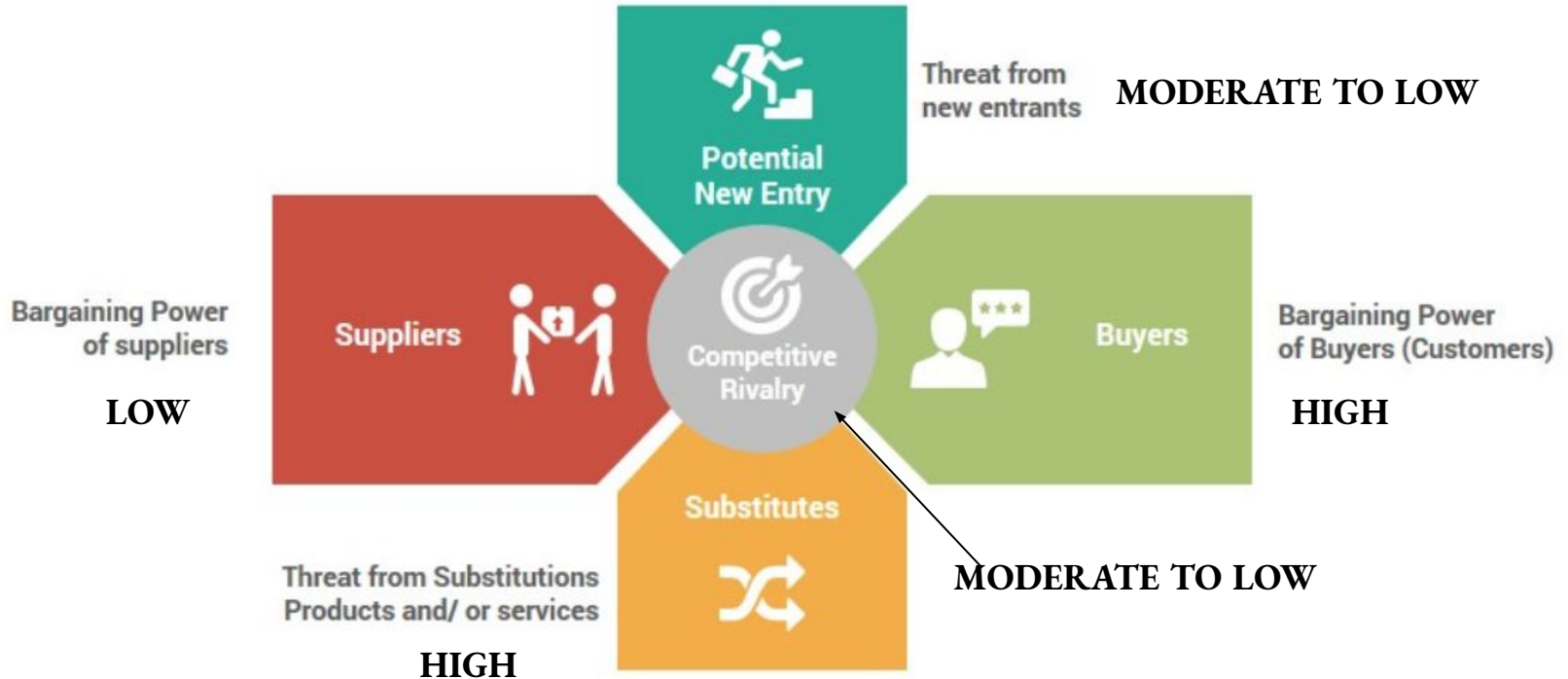
- (1) Core Product Value Proposition (#whyExist): What does SEEDS provide to customers and how does SEEDS differentiate itself from other similar products
- (2) Customers Profile (#customercentricity): Who should be the most potential customers for SEEDS
- (3) The relationship between #whyExist and #customercentricity: How does these values fit with customers' need and jobs-to-be-done?
- (4) Other products: How other products can support the relationship above and vice versa?
- (5) Price (#abovetherevenue line): How does the pricing model support the relationship above and vice versa?
- (6) Place: How does distribution channels support the relationship above and vice versa?
- (7) Promotion: How does promotion plans support the relationship above and vice versa?

3.1 Core Product Value Proposition

- Five Forces Analysis
 - The elements of values pyramid
 - Others strengths
-

Porter's Five Forces Analysis

Industry: Assessments/Test



Porter's Five Forces Analysis

1. Threat of New Entrants (Moderate to Low)	<ul style="list-style-type: none"><input type="checkbox"/> High time and cost to entry (need a lot of commitment to develop an assessment)<input type="checkbox"/> Need a lot of specialist knowledge<input type="checkbox"/> Low economy of scales<input type="checkbox"/> Moderate cost advantages<input type="checkbox"/> Low technology protection<input type="checkbox"/> Low barrier to entry
2. Bargaining Power of Buyers (High)	<ul style="list-style-type: none"><input type="checkbox"/> Moderate number of customers (either schools, therapists, or parents)<input type="checkbox"/> Moderate size of each order<input type="checkbox"/> Low differences between competitors<input type="checkbox"/> Customers are highly price sensitive<input type="checkbox"/> Easy to change to substitute (i.e mental courses, other activities)<input type="checkbox"/> Low cost of changing
3. Bargaining Power of Suppliers (Low)	<ul style="list-style-type: none"><input type="checkbox"/> Low number of suppliers and size of suppliers (i.e web designers)<input type="checkbox"/> Low uniqueness of services<input type="checkbox"/> Low cost of changing
4. Threat of Substitutes (High)	<ul style="list-style-type: none"><input type="checkbox"/> A lot of other substitutes (i.e. other methods for CBT, mental health services, cost)<input type="checkbox"/> Low cost of change (customers change to these substitutes with low costs)
5. Industry Rivalry (Moderate to Low)	<ul style="list-style-type: none"><input type="checkbox"/> Moderate number of competitors<input type="checkbox"/> Moderate to high differences in qualities<input type="checkbox"/> Low switching cost<input type="checkbox"/> Low customer loyalty

Porter's Five Forces Analysis

Some strategies to differentiate SEEDS products from other products in the same industry:

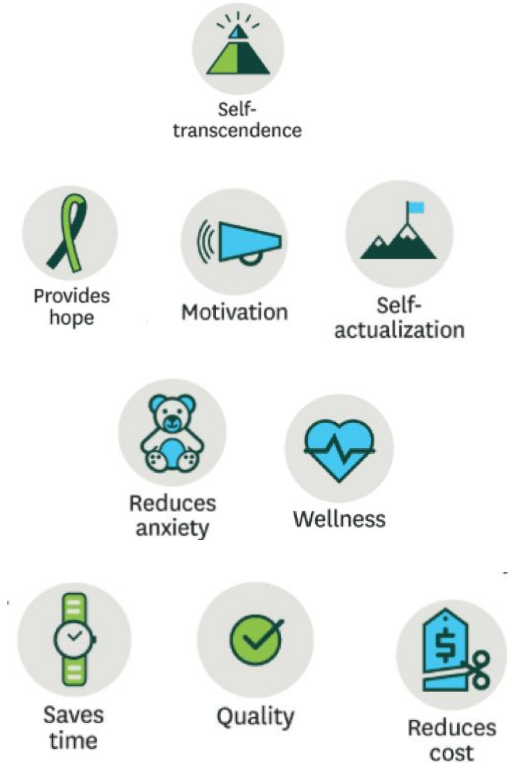
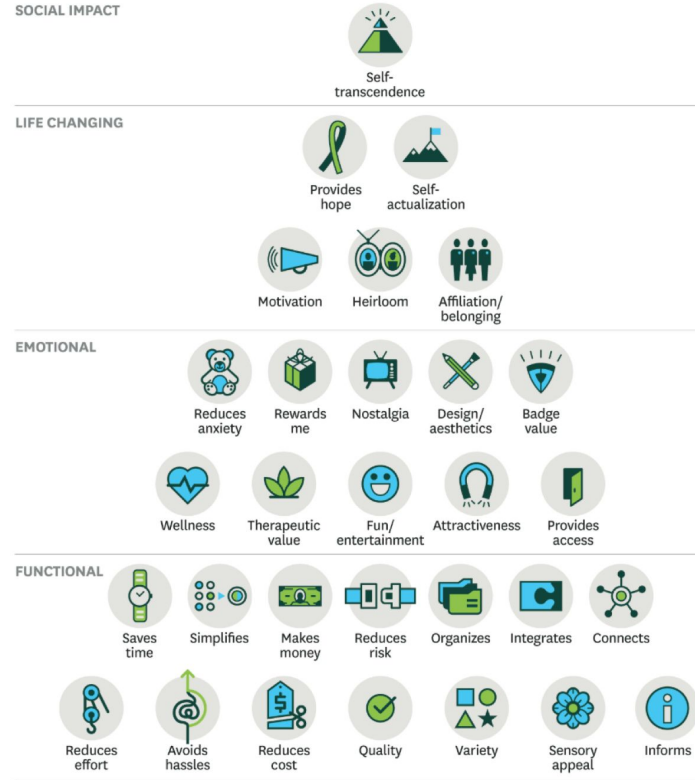
Priorities:

- *To counter customer power:* expand SEEDS service so it's harder for customers to leave you for a rival.
- *To limit the threat of substitutes,* offer better value through wider product accessibility.

Others

- *To neutralize supplier power:* standardize specifications for parts so SEEDS can switch more easily among vendors.
- *To temper price wars initiated by established rivals:* invest more heavily in products that differ significantly from competitors' offerings.
- *To scare off new entrants,* elevate the fixed costs of competing; for instance, by escalating your R&D expenditures.

The elements of values pyramid



SOURCE © 2015 BAIN & COMPANY INC.
FROM "THE ELEMENTS OF VALUE," SEPTEMBER 2016

© HBR.ORG

Figure 2: The elements of SEEDS' values (Almquist, Senior, & Bloch, 2016).

Other value propositions

1. **Strength-oriented**

- SEEDS focuses on the positive strength behaviors of people, rather than on their negative symptoms. The SEEDS Assessment thus provides individuals with the solutions to their struggles, rather than focusing on their problems.

2. **Strength areas that matter the most**

- Among the countless number of possible strength behaviors to assess, the SEEDS Assessment measures the strength areas that matter most. These areas were identified based on the field's largest review of scientific research studies looking at what works in child and adolescent mental health.

3. **Solution-oriented**

- Based on each individual's answers, the SEEDS Assessment Report provides specific recommendations for how to strengthen each area based on steps that have been shown to effectively strengthen these areas and skill

Summary

How SEEDS can differentiate itself in the industry of assessments/test?

1. Using Five Forces to understand the industry and prioritize on high-risk forces (Bargaining power of buyers and Threat of substitutes)
 2. Understanding SEEDS unique selling point (or values that it can provide to customers), including:
 - a. Functional values: Save Times, Quality, Reduce Costs
 - b. Emotional values: Reduce Anxiety, Wellness
 - c. Life changing: Provide Hope, Self-Actualization, Motivation
 - d. Social Impact: Self-transcendence
 - e. Others: Strength-oriented, Strength areas that matter the most, and Solution-oriented
-

3.2 Customer Analysis

Among three types of customers that SEEDS is considering (parents, schools, and therapist) -> **Focus on therapists, because:**

1. SEEDS team will have more insights into this group -> easy to approach
 2. Market size is large
 3. Customer lifetime value is higher than other groups (parents and schools)
-

Why therapists?

- The current team of SEEDS include 4 researchers: Dr.Chad and three other graduate students in psychology major.
- They have experiences with scientific researches and counselling. Dr.Chad is a therapist himself in both America and Korea.
- The original purpose of SEEDS is to help therapists identify which areas in cognitive processing therapy (CPT) are the most important ones when consulting to patients.

=> At the beginning of the project, it would be better for the team to focus on the type of customers that they **have the most insights**.

Why therapists?

Market size is large and increasing throughout years:

- 1967 mental health facilities across Korea (year 2013)
- 7933 mental professionals across Korea (psychiatrists, psychiatric residents, and mental health professionals) (year 2013)

-> There is so much potential in these market. Even if SEEDS can only gain 10% of this market size, the market share is still large enough to generate profit.

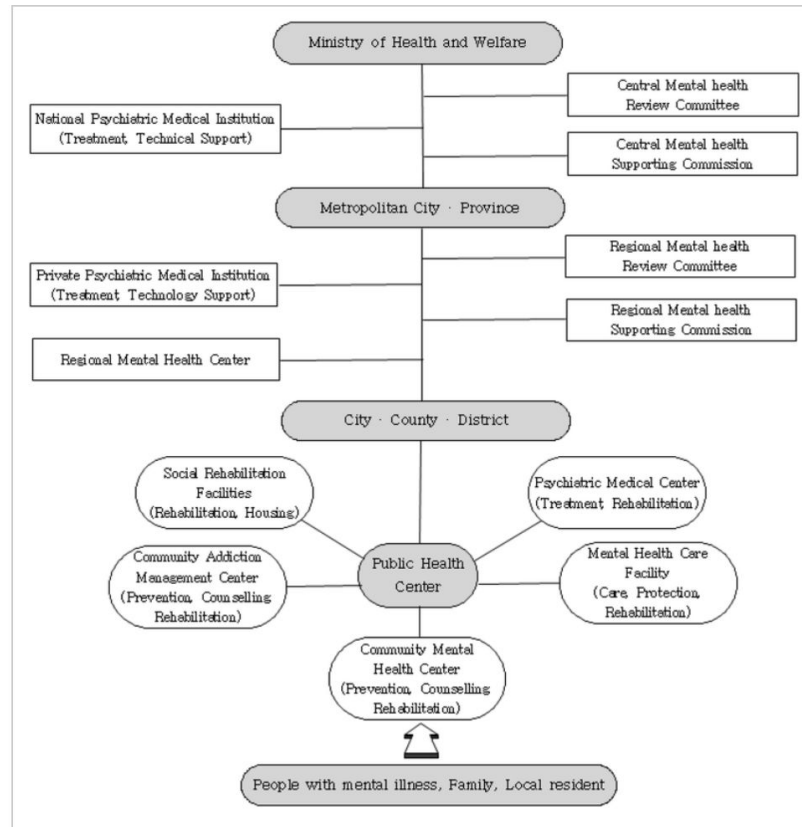


Figure 3: Mental Health Delivery System in Korea (Roh et al., 2016)

Classification	2001 (A)	2005	2010	2013 (B)	B/A
Psychiatric Medical Center					
Mental hospital					
National/public	17	18	18	19	1.11
Private	57	63	127	168	2.94
Mental Health Unit in Hospital					
General Hospital	154	168	165	181	1.17
Hospital	53	81	136	133	2.50
Psychiatric clinic	541	718	827	853	1.57
Sub-total	822	1048	1273	1354	1.65
Community Rehabilitation Center					
Social Rehabilitation Facility	66	138	230	304	4.60
Mental Health Center					
Regional ^a	–	–	–	11	N/A
Local	46	62	157	189	4.10
Community Addiction Management Center	9	20	41	50	5.55
Sub-total	121	220	428	554	4.57
Psychiatric Nursing Home	55	56	59	59	1.07
Total	998	1324	1760	1967	1.97

^aData on regional mental health centers was collected as of the end of 2013 only

Table 1: The number of mental facilities across Korea (Roh et al., 2016)

Classification	Psychiatrist	Psychiatric resident	Mental health professional	Non professional and others	Total
Psychiatric Medical Center					
Mental hospitals	840	146	1287	4427	6700
(General) hospital Mental health unit	994	536	1016	3465	6011
Psychiatric clinic	1080	33	197	2154	3464
Sub-total	2914	715	2500	10,046	16,175
Mental Health Care Facilities	49	–	69	975	1093
Community Rehabilitation Center					
Regional Mental Health Center	1	–	163	20	184
Local Mental Health Center	12	–	930	532	1474
Social Rehabilitation Facility	1	–	526	509	1036
Community Addiction Management Center	1	–	121	91	213
Sub-total	15	–	1740	1152	2907
Total	2978	715	4240	12,173	20,175

Unit: person

Table 2: Human resources in Nationwide Psychiatric Health Facilities (2013) (Roh et al., 2016)

Why therapists?

In marketing, **customer lifetime value** (CLV or often CLTV) is a prediction of the net profit attributed to the entire future relationship with a **customer**.

Customer Lifetime Value = Lifetime value x Profit Margin

Why Therapists?

With therapists: Assuming that SEEDS sell this assessment for therapists. Each therapists will have on average 50 patients (children only). With the price \$5/assessment, SEEDS will have about \$4 in profit (after all expense such as human resources costs, marketing...). I estimate that a therapist will use SEEDS on average for two years (after two years, they may change to other substitutes/products...)

-> $CLV = 2 \times 50 \times \$4 = \$400$ -> In general, a therapist will pay about \$400 during the entire future relationship with SEEDS.

With parents: $CLV = 1 \times 1 \times \$4 = \$4$ (parents in Korean usually only have one child and take the assessment for their child only once in the lifetime.

With school: $CLV = 2 \times 250 \times \$4 = \$2000$ (a public school use to have 250 students).

However, the cost to gain one customer (school) may be higher than \$2000, because to enter public schools, you have to build networks outside and inside schools. Also, when a public school pay for something over \$1000, it has to report to the Minister of Education.

=> Focusing on therapists will bring the highest CLV for SEEDS Assessment.

Summary

Why therapists?

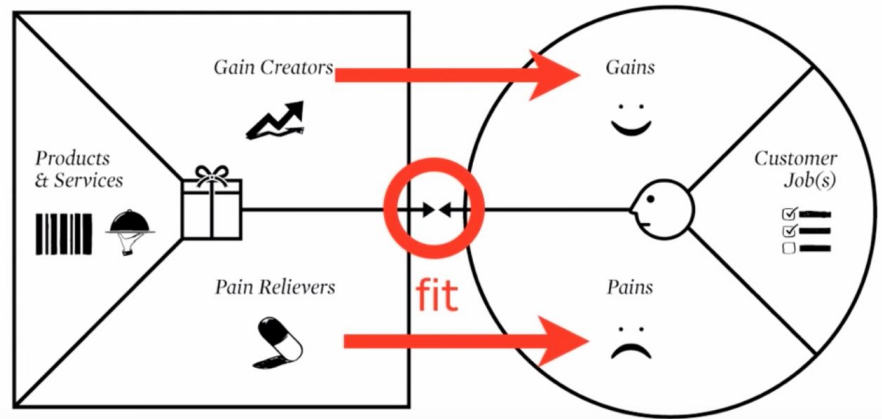
- The team has more insights to this type of customers
- Market size is large enough to enter.
- CLV of therapists is higher than that of parents and schools

Focus on therapists in three levels of analysis:

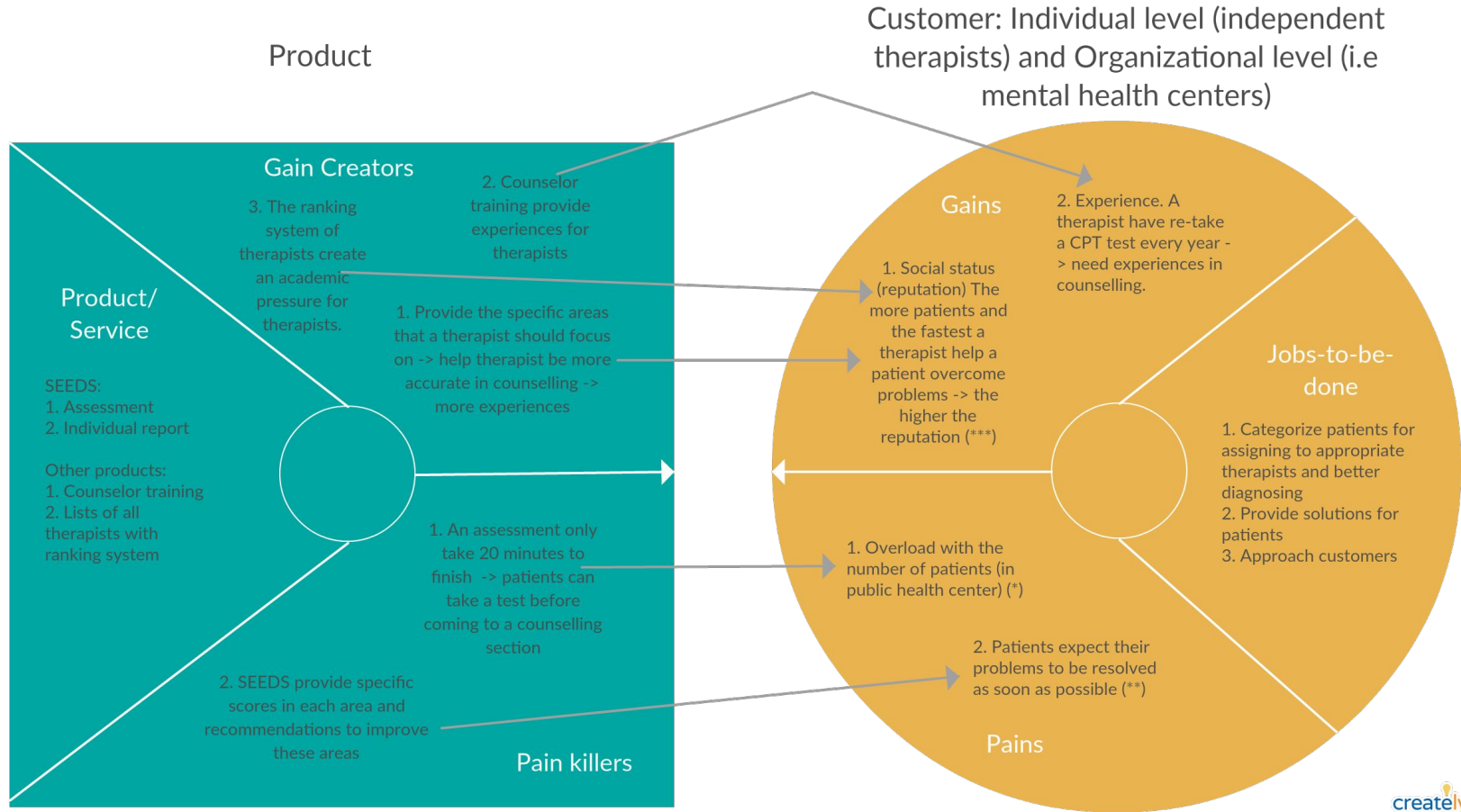
- Individual level: therapists in private medical center
 - Organization level: mental health center, digital mental health care private company (i.e mhealth, ehealth)
 - Social level: Korean Psychological Association
-

3.3 Values and Customers

With three levels of customers - (1) Individual level (independent or private therapist), (2) Organization level (mental health centers), and (3) Social level (government, association), I use the framework of value proposition canvas to match SEEDS's value proposition with what customers needs



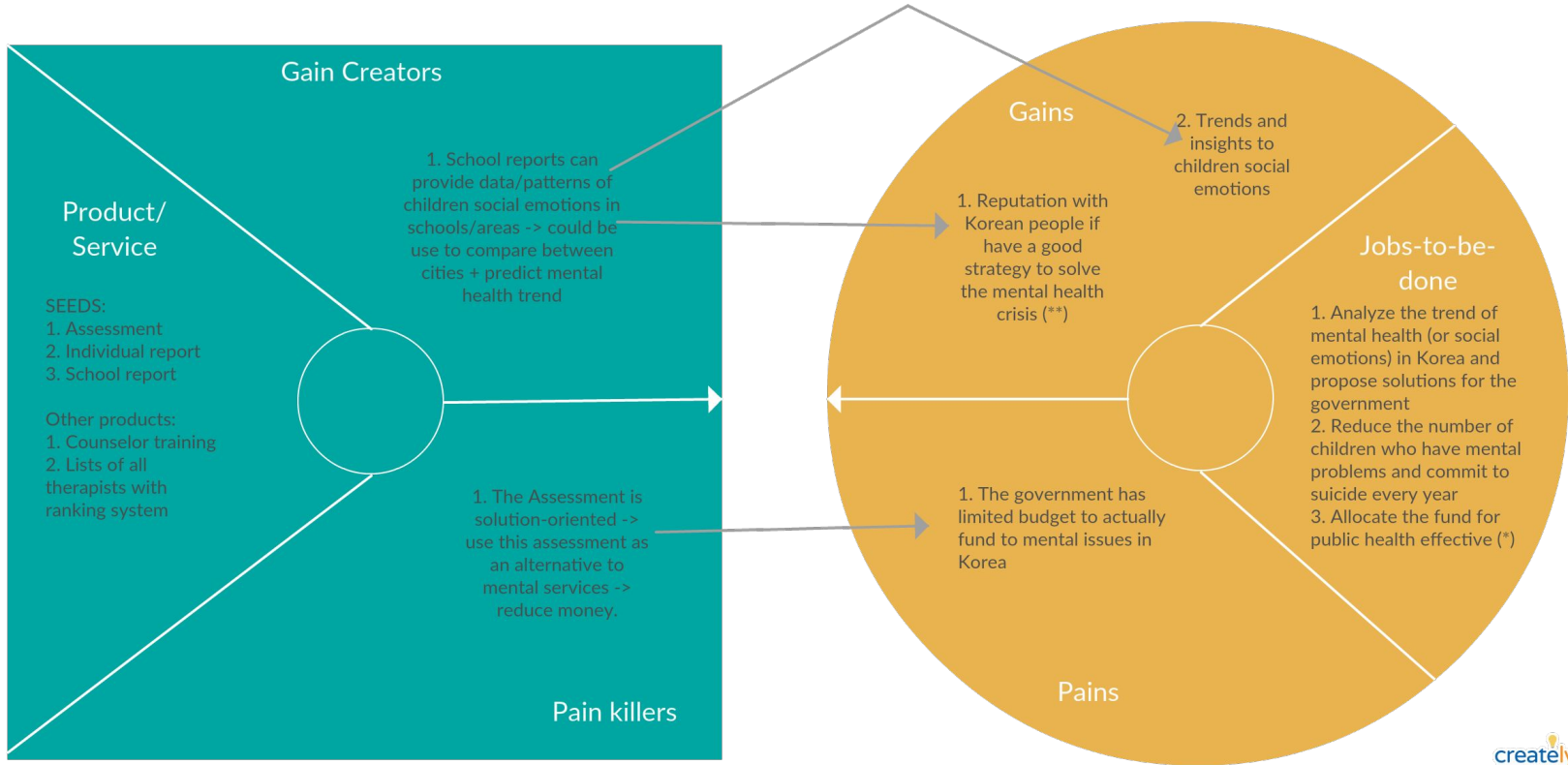
VALUE PROPOSITION DESIGN EXPLANATION



VALUE PROPOSITION DESIGN EXPLANATION

Product

Customer: Social level (Korean Psychology Association, Government...)



3.4 Products

- **Problems**
 - SEEDS is considering to provide some follow-up services:
 - (1) Parent-children workshop
 - (2) Counselor training
 - (3) Individual counseling
 - (4) Mental health app: to track and improves 13 areas for students,
 - (5) Information hub for mental services (ranking systems)
 - The team wants to know how to differentiate its core products and what type of follow-up services/products that the team should provide for the potential customers.
 - **Solutions:**
 - As mentioned above, because the main customers that SEEDS should focus in the beginning of the expansion are therapists, and also with limited funding, I suggest that the team should focus on:
 - Counselor training
 - Information hub for mental services (ranking systems)
-

- **Product improvement**

- Expand the SEEDS Assessment to other ages (i.e university students, adults, seniors)
 - As mentioned in the Five Force Analysis, to counter customer power: expand SEEDS service so it's harder for customers to leave you for a rival.
-

3.5 Price

- The current price: \$5/test/person.
 - However, there is not the optimal price because SEEDS is lacking of:
 - Pricing objectives
 - Pricing strategies
-

Pricing objectives

Before any pricing decisions are made, SEEDS must establish what it means to achieve through pricing.

To do that, SEEDS needs to identify:

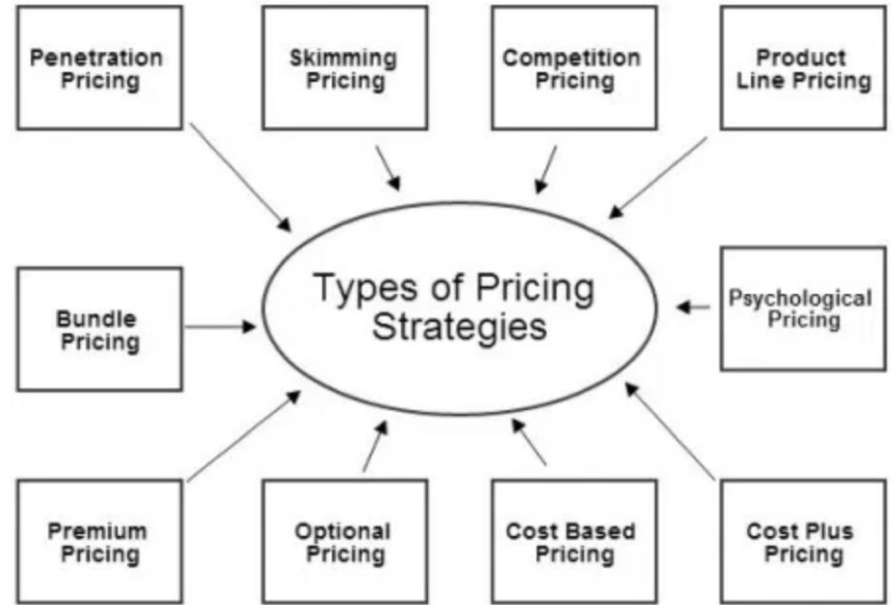
- (1) Fixed cost - expenses that remain the same regardless of production output (e.g website fee, employees salaries)
- (2) Variable cost - dependent on production output.
However, in this case, I think SEEDS has no variable costs because the assessment has been validated.
- (3) SEEDS objectives in the beginning stage: revenue maximization (to increase market share and lower costs in the long term), or maximize quantity (sell a specific number of items to decrease long term costs or use for analyzing trends)...



Pricing strategies

The pricing strategies will depend on SEEDS pricing objective.

For instance, if SEEDS pricing objective is *maximize quantity* to have the large data and gain the market share, the company can use the *penetration pricing strategy* in which a low price is set by the company to build up sales and market share. This may be done to establish position in a market with preexisting similar products on offer. Once a position is created, the prices may be raised.



3.6 Place (Distribution Channel)

- Because the main customers of SEEDS will be therapists (who is very rigorous and quality-seeking), the best distribution channel for SEEDS would be direct distribution (no intermediaries) in order to completely control over the quality of the product.

Direct



- Because therapists do not have much time, online channel would be the best to approach them. SEEDS can utilize its website: each therapist can create an account on SEEDS. Their patients can do the assessment online with the code provided. And therapists/ organizations can pay via online payment.
 - Direct and online channels can also reduce fixed cost at the beginning.
-

3.7 Promotions

- Because SEEDS is in the beginning of the lifecycle, it may need to be more aggressive and informational advertising to help customer aware of the products.
- Promotion Mix: Direct Marketing and Personal Selling will be the most effective ways here because the research team of SEEDS can approach other therapists in their networks (through seminars, events, collaborations) and convince them to try the assessment. Some sale promotions or product trial could be used for therapists to see the effectiveness of the product before any long-term contract.



4. Summary and Further Research

Summary

- SEEDS has a very strong product. However, to change from a scientific research to a for-profit enterprise, the company has to shift the mindset from product-centricity to **customer-centricity**: develop business models and marketing strategies to meet customers' needs.
 - Before developing any business models, the company should understand **the competitiveness of the industry**/business field of scientific assessments/mental services. By using Porter's Five Forces Analysis, the team can develop and prioritize strategies to differentiate SEEDS from other competitors.
 - Understanding **the values proposition** and strengths of SEEDS by using the elements of values pyramid and other approaches: what is a unique selling point of SEEDS.
-

Summary

- At the first stage of the company, focus on only **one type of customers: therapists** (in three levels - individual, organizational, and social levels). The reasons for choosing therapists are: (1) the team has insights in this group, (2) market size is large, and (3) customer lifetime value is high.
 - Using **the value proposition canvas**: (1) understand customers (what are their jobs-to-be-done, pains, and gains); (2) understand the products/services: what we can offer that could be gain-creators or pain-killers; (3) match gain-creators with customers' gains and pain-killers with customers' pains -> these matchings are the most important selling points which SEEDS could convince customers to buy its product.
-

Summary

- **Narrow down the number of products** to utilize our limited resources at the beginning of the company. Focus on the products that are matched with our customer's needs (therapists) and could complement on the core product: the SEEDS Assessment. Moreover, invest in R&D to **expand the assessment to other ages** (i.e university students) will reduce the customer power: expand SEEDS service so it's harder for customers to leave you for a rival.
 - Before finalizing the price, identify your **pricing objectives** and **pricing strategies**. These objectives and strategies have to be consistent and realistic with the business development strategies, financial performance and resources.
 - Choose **the direct and online distribution channels** because these channels works best with therapists.
 - Be more aggressive and informational advertising to help customer aware of the products. Use **direct marketing, personal selling, and sale promotion** to approach customers.
-

Further research

All the recommendations above were built based on my subjective understanding about Korean therapists, SEEDS assessment, and secondary data of Korean market (i.e data about the number of therapists in Korea). However, we still need more market researches before officially launch any products. Belows are some suggestions for market researches:

- Conduct more researches (both primary and secondary) to understand the industry of scientific assessments in Korea, because most of my analysis about five forces industry are more likely to be true in America.
 - Conduct empathy interviews to have more insights about therapists: their jobs-to-be-done, any difficulties that they are facing everyday, and their expectations for a new product.
-

Further Research

- Research and expand the SEEDS Assessment to other ages (i.e university students)
 - Re-evaluate the pricing objectives and pricing strategies (maybe conduct a survey to customers to see whether the price is reasonable). Charging money on test per person may not be the optimal pricing strategies.
 - For instance, if the team wants to work with the government or the Korean Psychology Association, the team can conduct the assessment to as many schools and children as possible. Then the team conduct data analysis and predict trends in social emotions. That data analysis provides many insights, and the government (i.e Minister of Education or Health) may be interested and willing to buy.
-

Reference

- 10 Innovative digital healthcare, eHealth, mHealth startups in South Korea. (2018, May 10). Retrieved from Dr.Hempel Digital Health Network:
https://www.dr-hempel-network.com/digital_health_contact_lists/10-innovative-digital-healthcare-ehhealth-mhealth-startups-in-south-korea/
- Almquist, E., Senior, J., & Bloch, N. (2016). The Elements of Value. *Harvard Business Review*, 9, 46-53. Retrieved from <https://hbr.org/2016/09/the-elements-of-value>
- Assessment, S. (n.d.). Retrieved from <http://www.seedsassessment.com/>
- Hyun-ju, O. (2017, Sep 7). Government vows efforts for suicide prevention. Retrieved from The Korea Herald: <http://www.koreaherald.com/view.php?ud=201709070009242>
-

Reference

- Ju, Y. A., Han, Y.-j., Lee, H., & Lee, D.-g. (2016). Counseling psychology in South Korea. *Counselling Psychology Quarterly*, 29(2), 184-194.
- Juergens, C. (2017, June 29). 'In Korea, there is no mental health': Barriers to treatment. Retrieved from Forefront suicide prevention:
http://www.intheforefront.org/in-korea-there-is-no-mental-health-barriers-to-treatment/?fbclid=IwAR15XHXuzPP0SgKl0eTbNd_oRUgPtfHNsjY15XNDyRQ_C8l9jDIN88kPmI
- Kenton, W. (2018, Nov 2). Variable Cost. Retrieved from Investopedia:
<https://www.investopedia.com/terms/v/variablecost.asp>
- Martin. (2014, August 7). Marketing Mix | Pricing in Four P's. Retrieved from Cleverism:
<https://www.cleverism.com/pricing-four-ps-marketing-mix/#more-1926>
-

Reference

Porter, M. E. (2008). The five competitive forces that shape strategy. *Harvard Business Review*, 86(1), 2-17.

Roh, S., Lee, S.-U., Soh, M., Ryu, V., Jang, J., Lim, H., . . . Ha, K. (2016). Mental health services and R&D in South Korea . *International Journal of Mental Health Systems*.

The Marketing Mix. (n.d.). Retrieved from Minds Tools:

https://www.mindtools.com/pages/article/newSTR_94.htm

Toporek, A. (2011, November 29). Understanding Customer Lifetime Value: A Non-Geek's Guide. Retrieved from Customers That Stick:

<http://customersthatstick.com/blog/customer-service-techniques/understanding-customer-lifetime-value-a-non-geek-guide/>

What is the Value Proposition Canvas? . (n.d.). Retrieved from B2A International :

<https://www.b2binternational.com/research/methods/faq/what-is-the-value-proposition-canvas/>
