

COURSE INFORMATION

| | | | |
|---------------------------|-----------------------|-----------------|-----------------------|
| Course title: | Business Development | Credits: | 1.5 |
| Course code: | BAMA 505 | Class location: | HA 132 |
| Session, term, period: | 2023W1, Period 2 | | |
| Section(s): | DD1 | Class times: | Tue/Thur, 10:00-12:00 |
| Course duration: | Oct 31 - Dec 01, 2023 | Pre-requisites: | n/a |
| Division: | Marketing | Co-requisites: | n/a |
| Program: | MM | | |

INSTRUCTOR INFORMATION

| | | | |
|--------------------|----------------------------|-------------------------|-------------------------------|
| Instructor: | Nathanael Arney | | |
| Email: | nathan.arney@sauder.ubc.ca | Office location: | HA 351; Zoom |
| Phone: | 604-825-1235 | Office hours: | Tue/Thur 8:00-9:30 (by appt); |

COURSE DESCRIPTION

Sales is the foundational expression of commerce. The goal of this class is to provide skills and applied experiences in the discipline of selling; including the ability to build value through creating relationships.

The term Business Development, commonly refers to the act of finding new business opportunities for an enterprise or organization through relationships with customers (existing or previous) and as well as developing relationships with new potential customers. In this course we will consider the skills required to accomplish this task including personal selling and account management and development skills.

Whether you are involved in business development, entrepreneurship, B2B marketing, or general sales, this class will give you the foundation for your career path. It will also be of value for those required to understand the activities of the sales department. While these skills are presented as for driving revenue, this same skill set is also incredibly valuable for those needing to communicate their ideas or persuade others.

COURSE FORMAT

This course employs several methods of educational experiences:

- Prep materials will be provided which may include readings, videos, quizzes, or others. Students are expected to come to class with this material reviewed and internalized.
- This class is very hands-on and activity based.
- This course includes a simulation of a sales process for direct team-based learning.


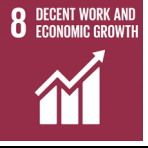

LEARNING OBJECTIVES

By the end of this course students will be able to:

- Identify their own capabilities, strengths, weaknesses, biases and quirks and apply that knowledge to maximize their selling opportunities
- View the value of a product or service through the eyes of the buyer (which could be an end consumer or a B2B or B2G buyer)
- Think logically about developing an “idea” or “solution” to a buyer (understanding that a buyer might include an investor who is ‘buying’ your idea or a hiring manager is ‘buying’ your talent)
- Specifically explore the investigation of prospects, identify solutions for those buyers and craft communications that fit their needs, secure the “sale”, and how to manage the account post-sale if the relationship is on-going.
- To enhance the ability to reflect upon the sales concepts learned and how to adjust behaviour and techniques in response to those learnings.

SUSTAINABLE DEVELOPMENT GOALS (SDGS)

At UBC Sauder, we are committed to responsible business practices that can have transformative impacts on society. One of the ways we are reinforcing our commitment to responsible business is by showcasing relevant content in our courses via the lens of the [United Nations Sustainable Development Goals](#). In this course, we will touch on topics that relate to the following goals:

| Sustainable Development Goal | Description of how and when the goal is covered in the course. |
|---|--|
| <p>Goal 5: Gender Equality</p>  | <p><i>Achieve gender equality and empower all women and girls</i></p> <p>In week 1 we discuss sales as a universal human experience, and as such a career to which all have exposure regardless of gender.</p> |
| <p>Goal 8: Decent Work and Economic Growth</p>  | <p><i>Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all</i></p> <p>In week 3 we discuss how discovering the needs of buyers can lead to entrepreneurial opportunities.</p> |
| <p>Goal 17: Partnerships for the goals</p>  | <p><i>Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development</i></p> <p>In week 6 we discuss account management which includes training on how to build partnerships between companies in order to meet the common goals of likeminded organizations.</p> |

ASSESSMENTS

Summary

| <u>Component</u> | <u>Weight</u> |
|----------------------------------|---------------|
| Concept Quizzes and Case Studies | 15% |
| Group Sales Scenario | 40% |
| Discovery call (10%) | |
| Presentation (15%) | |
| Written Proposal (15%) | |
| Selling Strategy Paper | 30% |
| Class participation | 15% |
| Total | 100% |

Details of Assessments

1. Concept Quizzes and Case Studies

With the goal of providing a more active learning experience in the classroom, you will complete regular online pre-class-quizzes to guide your class preparation. Such preparation will free up class time for higher-level application of key concepts and tools.

2. Group Sales Scenario

An Assignment Description will be posted on Canvas in the Assignments menu. This project is designed to allow teams to work as Sales Account Executives to identify & build a brief but important relationship with the customer, explore the customer's business & requirements, create a solution that meets the customer's needs and present the formal sales solution framework. Students will accept the challenge of a newly appointed team and quickly respond to a request for proposal issued by the customer. The deliverables are a discovery call, a sales presentation, and a written proposal.

3. Selling Strategy Paper

Students will develop an engagement strategy to win a high value account. This assignment will be based on two companies the student selects, a selling company (which the student hypothetically works for) and a buying company (which the student hypothetically will engage).

4. Class Participation

For effective class participation students should read the assigned Canvas materials before the class session. A significant portion of class time will be devoted to in-class discussions, applying concepts you have uncovered via the readings, and analysing assigned cases. Please note that I will be looking for quality, not mere quantity in terms of class participation. To facilitate ease of grading, please sit in the same seat regularly.

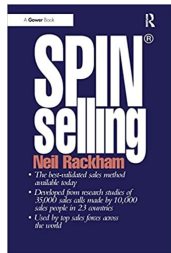
Grading Scale for Class Participation:

- 0 – Absent or late to class.
- 5 – Present but does not participate.
- 6 – Participates with basic information such as case facts.
- 7 – Offers an opinion or asks/answers a basic question.
- 8 – Engages in a meaningful discussion with other members of the class.

LEARNING MATERIALS

A large majority of the reading in this class is based on academic journals and case studies which will be referenced in Canvas.

Optional Reading Materials:



Title: SPIN Selling

Author: Neil Rackham

Publisher: Routledge

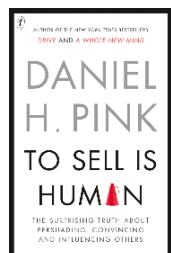
ISBN: 9781138465954

Available in most public or university libraries, amazon.ca, vitalsource.com etc.

Rackham, N. (1995). *SPIN® -Selling*. Routledge.

or

Rackham, N. (1988). *SPIN® -Selling*. McGraw Hill.



Title: To Sell is Human

Author: Daniel H. Pink

Publisher: Penguin / Riverhead

ISBN: 978-1-59463-190-0

Available in most public or university libraries, amazon.ca, vitalsource.com etc.

Pink, Daniel (2012). *To Sell is Human*. New York, New York: Penguin Group

COURSE-SPECIFIC POLICIES AND RESOURCES

Missed or late assignments, and regrading of assessments

Late submissions will not be accepted and will receive a grade of zero.

Academic Concessions

If extenuating circumstances arise, please contact the RHL Graduate School program office as early as reasonably possible, and submit an [Academic Concession Request & Declaration Form](#). If an academic concession is granted during the course, the student will be provided options by RHL, or by the instructor in consultation with RHL, per [UBC's policy on Academic Concession](#).

Other Course Policies and Resources

[Include the following policies and resources as appropriate.]

- Policies on assessment due prior to students joining the course (i.e., during the add/drop period).

Code Plagiarism

Code plagiarism falls under the UBC policy for [Academic Misconduct](#). Students must correctly cite any code that has been authored by someone else or by the student themselves for other assignments.

Cases of "reuse" may include, but are not limited to:

- the reproduction (copying and pasting) of code with none or minimal reformatting (e.g., changing the name of the variables)
- the translation of an algorithm or a script from a language to another
- the generation of code by automatic code-generations software

An "adequate acknowledgement" requires a detailed identification of the (parts of the) code reused and a full citation of the original source code that has been reused.

Students are responsible for ensuring that any work submitted does not constitute plagiarism. Students who are in any doubt as to what constitutes plagiarism should consult their instructor before handing in any assignments.

[Note that course policies must be reasonable and fair. For example, it is not reasonable to award zero to a student who missed an assignment due to registering into the class during the add/drop period. Policies cannot be punitive; only UBC's President is authorized to impose discipline, and only after a finding of misconduct. For example, a grade deduction of 10% of the course grade for poor contribution to a group project when the student's group members would have each earned 7% would be considered punitive. Unreasonable or punitive policies are appealable to the Dean's Office and the Senate's Committee on Appeals on Academic Standing.]

POLICIES APPLICABLE TO COURSES IN THE ROBERT H. LEE GRADUATE SCHOOL

Attendance

Excepting extenuating circumstances, students are expected to attend 100% of their scheduled class hours. Absent students limit their own academic potential, and that of their classmates, and cause unnecessary disruption to the learning environment. Students missing more than 20% of the total scheduled class hours for a course (including classes held during the add/drop period) without having received an academic concession will be withdrawn from that course. Withdrawals, depending on timing, could result in a "W" or an "F" standing on the transcript.

Punctuality

Students are expected to arrive for classes and activities on time and fully prepared to engage. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving later than halfway through a scheduled class will be treated as absent for that class.

Electronic Devices

Devices such as laptops, tablets, and cell phones are not permitted to be used in class unless directed by the instructor for in-class activities. Students who do not follow the School's policy in this regard may be required to leave the room for the remainder of the class, so that they do not distract others. Research

shows that students' use of laptops in class has negative implications for the learning environment, including reducing their own grades and the grades of those sitting around them.

Citation Style

Please use the American Psychological Association (APA) reference style to cite your sources.

Details of the above policies and other RHL Policies are available at:

<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,199,506,1625>

UNIVERSITY POLICIES AND RESOURCES [DO NOT MODIFY THIS PARAGRAPH]

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions. Details of the policies and how to access support are available on the UBC Senate website at <https://senate.ubc.ca/policies-resources-support-student-success>.

Respect for Equity, Diversity, and Inclusion

The UBC Sauder School of Business strives to promote an intellectual community that is enhanced by diversity along various dimensions including Indigeneity (including identification as First Nation, Métis, or Inuit), race, ethnicity, gender identity, sexual orientation, religion, political beliefs, social class, and/or disability. It is critical that students from diverse backgrounds and perspectives be valued in and well-served by their courses. Furthermore, the diversity that students bring to the classroom should be viewed as a resource, benefit, and source of strength for your learning experience. It is expected that all students and members of our community conduct themselves with empathy and respect for others.

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

Use of Artificial Intelligence

For this course, students may use generative artificial intelligence (AI), including ChatGPT, for specific assessments or coursework, where it is expressly specified by the instructor. In these cases of permitted

use, students must disclose any use of AI-generated material as per the assessment guidelines. At a minimum, this will include proper attribution, including in-text citations, quotations and references.

COPYRIGHT

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline and could be subject to legal action. Any lecture recordings are for the sole use of the instructor and students enrolled in the class. In no case may the lecture recording or part of the recording be used by students for any other purpose, either personal or commercial. Further, audio or video recording of classes are not permitted without the prior consent of the instructor.

ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the x̣ẉməθḳẉəỵəm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

COURSE SCHEDULE

(Subject to change with consultation)

| Class | Topic | Readings/Cases | Assessments due |
|-----------|---|----------------------|-----------------------------|
| 1 | Introduction | Class prep on canvas | |
| 2 | The Sales Processes | Class prep on canvas | Quiz |
| 3 | Needs Discovery | Class prep on canvas | Quiz |
| 4 | Interpersonal Selling and Presenting Skills | Class prep on canvas | Quiz |
| 5 | Discovery Call | Class prep on canvas | Discovery Call |
| 6 | Account Management | Class prep on canvas | Quiz |
| 7 | Quantitative Selling Strategy | Class prep on canvas | Quiz |
| 8 | Finding Buyers | Class prep on canvas | Written Proposal |
| 9 | Sales Flavours | Class prep on canvas | Quiz |
| 10 | Presentations | Class prep on canvas | Presentation |
| Exam Week | | Class prep on canvas | Sales Strategy Paper |