

### COURSE INFORMATION

Course title:	Professional Residency 2 – Business Development & Negotiations		
Course code:	BA 502	Class locations:	Ponderosa Ballroom
Session, term, period:	2024 WT2		(Days 1-6)
Section(s):	301		HA 133 in the Sauder
Course duration:	January 11-18, 2025		Building (Days 7-8)
Division:	Interdisciplinary	Class times:	8:30am-5:00pm (varies)
Program:	PMBA	Pre-requisites:	n/a
Credits:	5.0	Co-requisites:	n/a

### INSTRUCTOR INFORMATION

Instructor: Darren Mahaffy  
Email: [darren.mahaffy@sauder.ubc.ca](mailto:darren.mahaffy@sauder.ubc.ca)

Instructor: Trevor Sones  
Email: [trevor.sones@sauder.ubc.ca](mailto:trevor.sones@sauder.ubc.ca)

Instructor: Wendy Mann  
Email: [wendy.mann@ubc.ca](mailto:wendy.mann@ubc.ca)

### COURSE DESCRIPTION

Professional Residency courses are intensive, integrated 5-credit courses whose purpose is to integrate learnings in multiple business topics, which are supported by communication skills and professional development activities. This course will provide a graduate-level foundation in business development and negotiations. It will enable students to understand the connections between these two essential business topics and apply their learning immediately to their professional practice. Additionally, the course will enhance students' ability to negotiate salaries and provide opportunities to network. The nature of the subject matter means that this course will be highly interactive and experiential.

Class time is used to align concepts with concrete situations, to develop foundational selling skills, and to understand how business development, sales and to illustrate how relationships create value for both parties.

### COURSE FORMAT

Classes will include lectures, discussion, guest speakers, role plays, small group activities and a flipped classroom approach in which students will prepare materials in advance of class e.g., role plays, negotiations.

### LEARNING OBJECTIVES

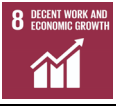

By the end of this course, students will be able to:

1. Explain the value of a product or service through the eyes of a consumer or professional buyer.
2. Identify and understand the essential challenges and strategies required for driving results through effective sales force leadership.
3. Identify the benefits and challenges of various go-to-market structures.
4. Manage sales in multiple channels.
5. Analyze pricing decisions to optimize revenue.
6. Identify the nature of negotiation, and specifically determine other parties' interests and goals.
7. Master a general negotiation framework and develop strategic and tactical plans for negotiating.

8. Demonstrate negotiation skills relevant to the situation and analyze the conditions under which one strategy is most likely to be effective than another.
9. Evaluate the costs and benefits of alternative actions and use their own negotiating style while avoiding psychological traps that affect negotiators.
10. Use improvisation techniques to instill creative collaboration in the workplace.
11. Prepare for and practice employment and salary negotiations.
12. Conduct oneself professionally and for positive impact in a range of business scenarios.

### 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.
<b>Goal 8: Decent Work and Economic Growth</b> 	On Day 4 we will review the Global Source Health Care case. This case involves the movement of skilled labour (nurses) with foreign training to the US. We will discuss in class the impacts on both the economic well-being of these nurses as well as the impact on the health systems of the economies they are leaving.
<b>Goal 10: Reduced Inequalities</b> 	On Day 5 we will examine Negotiations through the lens of ethics and cultural differences. This will connect how the tools and techniques of this program can be used to empower others within our society and can be translated to others globally by being a steward of healthy communication and effective negotiation.

### LEARNING MATERIALS

Please review the full instructions on [Canvas](#) to purchase and access all readings and cases.

Required:

1. *To Sell Is Human: The Surprising Truth About Moving Others* by Daniel H. Pink (ISBN-13: 978-1594631900). The book is generally available at Indigo or Amazon, approx. \$25.
2. *The Practice of Negotiation; 2<sup>nd</sup> Edition – Training Manual*. \$28. Purchase online at: <https://conflictability.com/products/>
3. Business Development cases are available from Ivey Publishing as a course pack at a cost of \$36.15. The link is provided on Canvas. Other material referred to is available from the Library Reserves or on the Canvas site.
4. Negotiations cases (4 role plays) must be paid for at a cost of \$20.96 via a link on Canvas. You will be able to access your specific role for each of these cases via Canvas.

### ASSESSMENTS

#### Summary

Component	Weight
Business Development Case (Individual)	15%
Planning Document (Coffee Contract, Individual)	5%
Case Reflection (Moms.com, individual)	15%
Group Presentation (15%) & Written Proposal (20%)	35%
Application & Integration Paper (Individual)	10%

Presence and Professionalism (Individual)	20%
<b>Total</b>	<b>100%</b>

*Details of Assessments*

**Business Development Cases (15%)**

**Due date:** January 11, 2025, at 11:59pm (at end of Day 1)

You will select one of the four cases to be studied and discussed during the business development section of the residency. For each case there are questions to be answered (see below). Your submission should be no more than 2 double-spaced pages (use 1" margins and a standard size 12pt font). Although there is no minimum page requirement, papers less than 1.5 pages probably lack sufficient analysis. You may use as many appendices as you would like to support your answer, but all must be referred to directly in the body of the main submission.

**Question to Answer**

- Formlabs: Looking at the options ahead of the company to continue their growth, should Formlabs work with more channel partners? If so, which partners and in which segments or regions? If not, what do you recommend instead?
- Global Source Healthcare: Evaluate the options available to GSH to allocate its sales resources (continue aggressive account acquisition, penetrate existing accounts, cross sell existing accounts). What course of action do you recommend for the company? What are the risks to your choice?
- Precise Software Solutions: Evaluate the current sales force as they sell SQL. Are they doing a good job selling the current product? Assuming Insight is launched at some point in the future how would you structure the sales force and how would you price the new product?
- Hale and Dorr: Evaluate the two options presented by Bill Lee. Which approach is a better fit with the way legal services are bought and sold? What evidence from the internal interviews Lee conducted supports your recommendation?

**Planning Document (5%)**

**Due date:** January 13, 2025, at 8:30am (before class starts on Day 3)

Planning documents help you to fully understand the nature of a negotiation situation and develop strategies that will maximize your outcomes. They are functional documents designed to keep you focused on your goals and help you implement tactics during a negotiation. Therefore, they should be concise and focused, as well as informative.

You are required to submit a negotiation planning document in advance of the Coffee Contract Negotiation. It will be graded on completeness — such as including all the relevant materials concerning each prompt as listed in the document below (e.g. Interests of yours, potential interests for them, BATNA/WATNA, reservation value etc.) — and strength of supporting rationale.

This document should not exceed two pages and should be a standard size 12 font only. This is not meant to be a long and detailed assignment but an accurate and well-considered one.

*Please use the Word document template provided on Canvas under this Assignment as the format for your submission.*

**Case Reflection: Moms.com (15%)**

**Due date:** January 16, 2025, at 11:59pm (at end of Day 6)

Your goal for this assignment is to demonstrate what you have learned about negotiation tactics by writing a paper that uses course concepts to analyze key events in a negotiation. In the paper, you should reflect on important moments in the Moms.com negotiation that affected your ability to create value (i.e., grow the pie) and/or claim value that was created (i.e., take a greater percentage of the pie for yourself). You should make connections to the business development component of the course.

- Identify two (2) things related to integrative bargaining that you or your counterpart did that significantly influenced the negotiation process or outcome. You should focus on events that explain why the negotiation ended up the way it did (e.g., Did you maximize the size of the pie? Why or why not? Did efforts to grow the pie affect how well you or your counterpart were able to claim value?).
- Organize the paper around the two key events rather than embed the events within a chronological account of the negotiation. You should not attempt to cover everything that happened in the negotiation; stay focused on the analysis and insights about the two key events.
- Use terms and concepts presented in class and/or the readings to label each of the three things that happened. In doing so, demonstrate that you understand the terms/concepts and the connection between the event in the negotiation and the terms/concepts. Also, explain the importance of the event on the outcome. That is, why was this event noteworthy?
- Include a discussion of what you learned from these events and how you will negotiate differently in the future as a result. Be specific about the statements or behaviors you will use or avoid in the future. For example, do not simply say that you will work harder to grow the pie in the future; instead, discuss specific things you can say or do to help grow the pie.
- How can you tie this to the other content from the other aspects of the class, specifically concerning about business development? Exemplary papers will make effective connections.
- Assume readers of your paper are intimately familiar with the details of the exercise and the assignment. You will lose points if you waste time and space on things we both already know.
- There is no need to include a cover page, title, introduction, or conclusion. Focus instead on content that is more meaningful. Also, please include only your full name in the header. Omit all other information, including the class name, the class number, my name, program, etc.

This is not an exhaustive list, but here are a few examples of the type of issues you could address:

- What tactics did you plan to use in the negotiations? Why were they effective or ineffective?
- Did you deviate from the strategy you devised while planning? Why or why not?
- How did you try to expand the pie? Why were you successful or unsuccessful at creating value?
- What tactics did you use? Why were you successful or unsuccessful at controlling the negotiations directions?
- Who controlled the negotiation? How could the other side have gotten some control back?
- What did you learn about yourself or your negotiation style from this experience?
- What did you learn about how others' behavior affected your own behavior?

Ideally, you would write this paper within the earliest opportunity following the exercise. It is best (and easiest) to revisit your negotiation experience while it is still fresh in your mind. Submit the paper via Canvas. The analysis should be no more than 2 double-spaced pages in length (use 1" margins and a standard size 12 font). Although there is no minimum page requirement, papers less than 1.5 pages probably lack sufficient analysis. Use of proper spelling and grammar is part of this evaluation.

**Team Presentation (15%) & Written Proposal (20%) – 35% total**

**Due date:** January 18, 2025, at 12:30pm (before presentations begin on Day 8)

Please review the supplemental information provided in the project briefing (forthcoming on Canvas). You will complete a 15-minute presentation (plus 10 minutes of questions) which will cover the critical recommendations you are making to the organization. Background should be provided only in sufficient amounts to ground thinking or ensure that any additional analysis is understood. An implementation overview should also be provided.

The presentation should be accompanied by a five-page matching written proposal that will include additional detail and information required to support your recommendations.

Creativity is encouraged to make your presentation memorable. Using tools from learnings within the course will be encouraged and rewarded.

**Application & Integration Paper 10%**

**Due:** January 20, 2025, at 11:59pm

At the conclusion of the team presentation, students will write an individual reflection on the team project. You should assess the effectiveness of the presentation, the ways in which the team worked well and was challenged by interpersonal relations, your own assessment of your capability to work effectively with others and the learning from the above that you will take back to further improve your ability to deliver with excellence in your life outside of the Professional MBA program. Your submission should be no more than 2 double-spaced pages in length (use 1" margins and a standard size 12 font). Although there is no minimum page requirement, papers less than 1.5 pages probably lack sufficient reflection and/or complexity of thought on how to apply these learnings to the real world.

**Presence and Professionalism 10% - Business Development**

See Canvas Assignments for details.

**Presence and Professionalism 10% - Negotiations**

See Canvas Assignments for details.

**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 you experience unanticipated events or other circumstances that constitute valid grounds for academic concession as defined by [UBC's Academic Concession Policy](#), complete and submit the [Academic Concession Request & Declaration Form](#). Concessions are time-sensitive and the online form should be

submitted within 48 hours of the missed deadline. Upon submission, your request will be recorded in the RHL and you will also receive an email with further instructions. Please read this email carefully and be sure to also refer to the relevant course syllabus for each concession that you have requested. Please know that you should continue to work on the coursework for the course(s) which you submitted a concession for. You should anticipate being asked to submit work or write an exam as soon as the circumstances affecting your ability to fulfil your academic responsibilities are resolved.

## **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 1/3 the way 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**

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*

#### **Generative AI Permitted Where Specified With Attribution**

For this course, students may only use generative artificial intelligence (AI), including ChatGPT, for the background and any data analysis related to the Group Presentation and Written Proposal. Students may also use AI to enhance the design and visuals of this project. 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. For all other assessments, AI is not permitted to be used.

### **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 x<sup>w</sup>məθk<sup>w</sup>əyəm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.