

COURSE INFORMATION

Course title:	Business Development	Credits:	1.5
Course code:	BAMA 505	Class location:	HA 132
Session, term, period:	2020W, Period 5	Class times:	T TH 8-10
Section(s):	MM1	Pre-requisites:	n/a
Course duration:	Apr. 21 – May 30, 2020	Co-requisites:	n/a
Division:	Marketing		
Program:	MM1		

INSTRUCTOR INFORMATION

Instructor:	Elaine Williamson	https://www.linkedin.com/in/williamsonelaine
Phone:	n/a – email is best	Office location: HA351
Email:	elaine.williamson@sauder.ubc.ca	Office hours: M 12 – 2, W by appointment

COURSE DESCRIPTION

Business Development is the link between the internal segments of a firm including marketing, sales, product development, customer service, and the external one involving potential partners, new business opportunities, and clients. Whether we are developing business for a product, a professional service practice a campaign, a not-for-profit or an idea, selling and non-sales selling is be a significant component of how we expand, and develop, our business.

Eight out of nine workers earn a living persuading, convincing and influencing others: ‘non-sales selling’. An important responsibility for anyone doing business development is creating, developing and nurturing relationships with new potential clients.

This course is focused on developing foundational skills and concept knowledge in Business Development and Sales to enable you to create successful selling encounters in your career. The experience gained from this course can be broadly applied to a variety of careers: business development or sales roles; marketing (brand management or marketing communications), business development for a professional skills practice (law, engineering, dentistry), not-for-profit partnerships (program communication) or as an entrepreneur where you’ll need to persuade employees and investors. This experience can supplement any career where persuading, influencing and convincing others is required.

Class time is used to fit concepts to concrete situations, to develop foundational selling skills, and to understand how business development, sales and *building relationships creates value for both parties*.

COURSE FORMAT

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

NOTE: We will use the “Collaborate Ultra” tool on Canvas to have our classes during the scheduled class times

LEARNING OBJECTIVES

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

1. Differentiate between business development and sales. Explain where an organization would use these strategies to accomplish its business goals.
2. Practice using the concept of attunement to align with a prospect, develop empathy and trust.
3. Explain account management strategies an organization can use to accomplish its business goals.
4. Identify your capabilities, strengths, weaknesses and biases using self-assessments. Apply this knowledge to recognize and maximize your selling opportunities.
5. Identify your own & others' communication styles. Adapt and use this information in selling situations.
6. Understand the importance of, and develop your ability to use, a sales presentation structure.
7. Develop communication and teamwork skills through presentations, projects & class discussion.
8. Research, prepare and deliver a professional sales presentation (including deliverables), using a sales presentation structure, to meet buyer needs

ASSESSMENTS

Summary

<u>Component</u>	<u>Weight</u>
Concept quizzes & in class work	5%
Team Sales Call	40%
Application Assignment	40%
Class participation	<u>15%</u>
Total	<u>100%</u>

Details of Assessments

1. Sales Call (Team) - 40%

An Assignment Description will be posted on Canvas in the Assignments module.

Students should form teams of 5 on Canvas the date listed on the outline.

The 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 deliverable is a sales presentation to the customer.

2. Application Assignment (Individual or with a partner) = 40 %

An Assignment Description is posted on Canvas in the Assignments menu. This assignment may be done with a partner. One partner must email both names – date on course outline.

This assignment is designed to develop your ability to integrate your in-class learnings, ideas synthesized from group discussions, roleplay feedback and the critical 'insight-taking' skills that you need in sales and business development, Developing this integration & reflective capability, by considering different perspectives, successes and your own ideas, facilitates your ability to adapt to a broader range of situations – *a skill critical for success in business development.*

After each class, questions, a mini-case or scenario will be posted on Canvas related to the learnings and readings of that class. These questions are not available in advance.

Application questions will be posted for 10 classes, including questions on your Sales Call. You must complete 6 entries: Sales Call questions (required) + 5 Applications (your choice).

3. Pre-class Quizzes/in-class activities (individual) – 5% (best 8 of 9 quizzes + 2 of 4 roleplay feedback activities, in-class worksheets)

With the goal of providing a more active learning experience in class, you will complete online pre-tests. This preparation frees up class time for higher-level application of key concepts. You will complete four roleplays during the course, for which you will be assessed by a 'customer'. Each roleplay requires pre-class preparation. Students will complete a buyer feedback sheet after each roleplay. Some classes will also include an in-class worksheet.

4. Participation & Professionalism (Individual) – 15%

Class participation is a central part of this course. Attendance is required to earn participation marks; however, attendance does not equal participation. *Please use your name card for each class.*

- **Participation grading is zero based:** all students start with zero points each class. Points are earned by the quantity and quality of your comments.
- **Seating:** Please sit in the same seat each day. I make notes each class about your contributions. If you're not in the right seat, you won't get credit.
- On-time arrival and attendance is one aspect of your grade. Late arrival/early departure will result in a deduction from that class' participation grade i.e. *you will earn 0 for that class.*
- Missed classes, for which you email me in advance, result in a zero-participation grade. Missed classes with no email will result in a zero and an overall deduction from your participation grade.
- Active participation is key to earning each class' grade. As an emerging leader or entrepreneur, your contribution to a meeting is a key indicator of your ability to communicate your thoughts, synthesize the group's thinking and develop new areas of understanding.
- Written communication with me is part of your grade. Your professionalism as a businessperson includes your conduct over email. Emails must be written using appropriate business language and correct grammar/spelling.
- Professionalism is an overall requirement. Your grade represents your contribution to class discussion and your professionalism. Arriving late, leaving during class other than on the break, shutting the door quietly if you arrive late, being respectful of others during discussions i.e. not chatting, are examples of poor professional behaviour.

Grading Scale for Class Participation: (out of 10 – converted to 15% grade)

0	Absent or late to class – see notes above re late
4-5	Present but does not participate, offers no contribution during class
6	Participates with basic information such as case facts or personal experience.
7	Offers an opinion or asks/answers a <i>basic</i> question.
8	Engages in a meaningful discussion with other members of the class.
9	Shares analysis using data or evidence from the reading or own research.
10	Provides insight or asks a question that is instrumental in advancing understanding.

LEARNING MATERIALS

Course Websites and Required Materials:

- UBC Canvas: The course will be supported in Canvas.
- Readings, videos, and other course media should be reviewed **before** the class for which they are assigned. Media will be freely accessible online through website links, Canvas, and the UBC Library site.

Please obtain the book prior to the beginning of the course.

Title: To Sell is Human - The Surprising Truth about Moving Others

Author: Daniel H. Pink

Publisher: Penguin / Riverhead

ISBN: 978-1-59463-190-0

Available on-line, e-books and through most book retailers. You may purchase a used copy.

Additional Reading:

There are many excellent books, blogs & articles in Sales & Business Development. I've listed the ones I used to develop the course and other great resources on Canvas: *Business Development Readings*.

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.

There are no make-ups for missed in-class activities or pre-tests. Pre-tests cannot be started after their deadlines have passed. NOTE: Pre-tests are to be completed individually (see Academic Integrity).

Other Course Policies and Resources

Weighting of Assignments: I reserve the right to reweight the course assignments, if required. These changes affect all students equally. Re-weighting does not occur for *individual* students except in medical or personal emergency.

Peer Review: Individual grades on team assignments may be subject to adjustment based on team evaluations. Students are expected to provide fair feedback about team members to ensure teams are working productively. Reductions can be significant if a student has contributed little to the team. Overall, team members who are reliable and contribute, will receive no adjustments. iPeer will be used to evaluate team members.

Failure to complete the team evaluations will incur a 10% deduction on all team assignments i.e. not submitting an iPeer will result in a 2.4-point deduction on a team score of 24 yielding an individual grade of 21.6. At my discretion, you may receive a 2% deduction for overly short, unhelpful, or blank iPeer.

Grading questions: Students are responsible for monitoring their progress of points/assignments on Canvas. Questions on grades should be submitted, in writing, within 7 days of the grade's posting. After 7 days, the grade is final and will not be adjusted.

Professional Business Behaviour: As a group of business professionals learning together, you are expected to practice professional and respectful business conduct. This includes prompt arrival to class, remaining in your seat during the lecture (please get water or coffee prior to class), limited eating (noisy packaging & eating and food smells are a distraction), respectful listening, questioning, and participation. Exercise sensitivity to the global nature of our classroom; anticipate the perception not only in one's "home" culture but also those represented in the classroom. You are learning and developing yourself as a business professional at RHL. Your reputation and credibility stay with you.

Written Language Requirements (Individual Submissions): All written work, *including email to me*, is to be written in clear, grammatically correct English. Emails must be in appropriate business language.

Written Language Requirements (Team Submissions): See above.

- Each team member should review the entire document submitted. All team members are responsible for professionalism and academic integrity of the work submitted.
- An editor (chosen by the team) will compile your team's work to create a cohesive document that reads as if it was written by one person. *The editor role is not to correct grammar.* An individual grade for any team submission may be reduced if others report they were required to correct basic grammar and structure issues to craft a final submission. Feedback is encouraged in iPeer.

This course will be marked to the Sauder School of Business grading policies for Master's level courses, as documented through the Dean's office. The expected class mean is a B+/A-, 76-84%. Per UBC policy, the instructor, faculties, departments, and schools reserve the right to scale grades in order to maintain equity among sections and conformity to University, faculty, department or school norms.

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](https://webforms.sauder.ubc.ca/academic-concession-rhlee) <https://webforms.sauder.ubc.ca/academic-concession-rhlee>. 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](#).

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

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>.

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.

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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. Audio or video recording of classes are not permitted without the prior approval of the Instructor.

ACKNOWLEDGEMENT

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

COURSE SCHEDULE

SCHEDULE as at Mar. 10, 2020 (subject to change with new content)

#	Date	CLASS TOPICS	READINGS	WHAT'S DUE
1	Tues Apr 21	1. Course introduction 2. Business Development and Sales 3. Attunement	Class Prep on Canvas	1. Pre-test by 7:30 am (on Canvas) 2. Email EW partner name 8 p.m. 3. Sign up teams on Canvas 8 p.m.
2	Thurs Apr 23	1. Buoyancy 2. Customer Journeys in BD, Sales	Class Prep on Canvas	1. Pre-test by 7:30am (on Canvas)
3	Tues Apr 28	1. The Business Development and Sales Cycle 2. Discovery Calls 3. Sales Process	Class Prep on Canvas	2. Pre-test by 7:30am (on Canvas) 3. Comm styles Pre-test by 7:30am (on Canvas)
4	Thurs Apr 30	1. Sales Process & Objection Handling 2. SPIN Questions 3. Communication styles	Class Prep on Canvas	
5	Tues May 5	1. Account Management Strategies 2. Discovery Call role-play #1	Class Prep on Canvas	1. Pre-test by 7:30am (on Canvas) 2. In-class Buyer feedback worksheet (1 of 4)
6	Thurs May 7	1. Using a Sales Funnel for Sales and Business Development 2. Sales role-play #2	Class Prep on Canvas	1. Pre-test by 7:30am (on Canvas) 2. In-class Buyer feedback worksheet (2 of 4)
7	Tues May 12	1. Pitch 2. Storytelling and sales 3. Sales role play #3 – team selling	Class Prep on Canvas	1. Pre-test by 7:30am (on Canvas) 2. In-class Buyer feedback worksheet (3 of 4)
8	Thurs May 14	1. Sales Proposals 2. BD Using Partners & Agents 3. Sales role play #4 - team selling	Class Prep on Canvas	1. Pre-test by 7:30am (on Canvas) 2. In-class Buyer feedback worksheet (4 of 4)
	<i>Sun May 17</i>			<i>Sales Call RFP due @10 pm (on Canvas)</i>
9	Tues May 19	1. Sales call presentations 8-10 and 12-12	Teams attend only their own sales call	All students must be available 8-10, 12-2 as by arrangement with RHL
	Thurs May 21	1. Prospecting 2. Using LinkedIn for BD 3. Course wrap up	Class Prep on Canvas	1. Pre-test by 7:30am (on Canvas)
10	<i>Tues May 26</i>	<i>Exam Week</i>		2. <i>Application Assignment (on Canvas)</i> 3. <i>iPeer</i>