

**BA 502: Professional Residency 2
Business Development & Negotiations**

Program: Professional MBA

COURSE INFORMATION

Term/period: 2019 Winter Period 2

Division: OBHR, Marketing & Behavioural Science, H.C. Varshney Business Career Centre

Instructor(s):

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Classroom location: AMS Student Nest, 3rd floor

Class meeting times: Detailed schedule will be posted on the Canvas site

Section number: BA 502, Section 301

Course duration: January 5 – 12, 2019

BRIEF COURSE DESCRIPTION

Professional Residency courses are intensive, integrated 5-credit courses. The purpose of these courses is to integrate key learnings in multiple business topics, along with communication skills and professional development activities that support this learning. This course will provide a graduate-level foundation in business development and negotiations, and 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' self-awareness, career management and networking skills.

COURSE GOALS

Professional Residency 2: Business Development & Negotiations will provide a graduate-level foundation in these two essential business topics and will enable students to understand the connections between them. Students will enhance their communication skills and achieve specific professional development goals.

The goals of this course are to:

- Introduce students to foundational skills in business development and sales to use as a tool for creating long-term value from clients, markets and relationships
- Explore the key skills and approaches used by business developers to build, manage and leverage relationships into long-term value
- Improve students' ability to negotiate business agreements, contracts and salary and/or other benefits
- Experience the negotiation process and develop students' negotiation skills to meet the challenges they face as leaders

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LEARNING OBJECTIVES

After completing the Professional Residency: Business Development & Negotiations students will be able to:

- Identify the unique characteristics of business development and develop conceptual knowledge, e.g., terminology, conceptual understanding, key performance indicators, etc.
- Identify your capabilities, strengths, weaknesses and biases. Apply this knowledge to maximize identifying and assessing potential new markets, clients, and partnerships.
- Use a consultative and strategic selling approach, including the practice of attunement and positive persuasion, while operating within a strong ethical framework.
- Identify your own & others' communication styles. Adapt and use this knowledge in selling situations for the purpose of generating long-term value for an organization.
- Think logically about preparing to sell an idea to a person, a VC or a buyer of any sort.
- Identify the nature of negotiation, and specifically determine other parties' interests and goals.
- Master a general negotiation framework and develop strategic and tactical plans for negotiating.
- Demonstrate negotiation skills relevant to the situation, and analyze the conditions under which one strategy is most likely to be effective than another.
- Evaluate the costs and benefits of alternative actions and use their own negotiating style while avoiding psychological traps that affect negotiators.
- Recognize how emotional intelligence impacts one's ability to negotiate for desired results.
- Able to negotiate compensation and other benefits both with their current as well as new employers.
- Use storytelling as a tool to engage with and influence others

COURSE MATERIALS & REQUIREMENTS

Course materials, with the exception of the required textbooks, will be distributed via Canvas. Please purchase the required textbooks from the UBC bookstore. **You must read the assigned chapters in the required textbook as noted in the schedule before the residency commences.** The required textbook is noted below. Some materials, such as assessments, may need to be completed before the class in which they are assigned. Negotiation exercises will be distributed in class.

Assignments will be submitted online via Canvas unless otherwise specified.

Required Textbook: R., Ury, W., Patton, B., (2011 – Third Edition) *Getting to Yes*. ISBN: 9781101539545 **Other Learning Resources:** Articles and cases per the schedule

Activity Fees: Several exercises, cases and readings for this course are copyright protected. You are required to pay a fee for using them. Please pay the fee online via this link:

<https://webforms.sauder.ubc.ca/students/pay-fees?fee=&course=BA+502&instructor=Rob+Prowse+%26+Elaine+Williamson&term=49&=Search>

All students enrolled in this class must pay the Activity Fees or an incomplete will be recorded for the course.

ASSESSMENT SUMMARY

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Evaluation	Date Due	Points	Graded as:
Negotiations Feedback <ul style="list-style-type: none"> • Texoil • H&G Household Goods 	Jan. 6 Jan. 8	10 10	Individual
Client Business Development Presentation	Jan. 12	30	Team
Application & Integration Assignment	Jan. 18	30	Individual
Class Participation	All classes	20	Individual
Total		100	

ASSESSMENT DETAILS

1. Client Business Development Presentation (Team) - 30%

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

This presentation will allow you to work as Sales Account Executives. This learning experience will identify and build a brief but important relationship with a client. Teams will need to explore the client's business and its requirements, create a solution that meets the client's needs and present to seasoned executives using a structured sales solution framework. You will be given a real-life business development scenario to prepare and will accept the challenge as a newly appointed sales team, quickly responding to the request for proposal issued by the client. The deliverable will be a sales presentation to the client. Teams will be evaluated on their practical demonstration of the skills discussed in the course, and their ability to achieve the business objective of the scenario through the use of those skills. Teams will also be provided feedback from seasoned executives.

2. Negotiations Feedback (Individual) - 20%

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

You will provide written feedback to your negotiating partner for two negotiation exercises completed in class. The purpose of the feedback is to allow you convey your thoughts and perceptions to your partners so they can gain self-awareness and become more effective negotiators. Each Negotiations Feedback document should be between 2 – 3 pages double spaced. Each feedback document will address the following questions: (1) What were your perceptions, reactions, or feelings about the other party's strategy or negotiation style? (2) What specific behaviors (verbal, non-verbal) or statements made by your partner made it easy/difficult to negotiate with him or her? (3) Given your negotiations reading, what advice would you give to your partner to help them negotiate more effectively in the future?

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ASSESSMENT DETAILS, cont'd

3. Application & Integration Assignment (Individual) – 30 %

An Assignment Description is posted on Canvas in the Assignments module.

After each class, questions, or a scenario involving negotiations or business development will be posted on Canvas. These questions are not available in advance; they are posted after class is dismissed. This assignment will allow you to integrate your in-class learnings, ideas synthesized from group discussions, roleplay feedback and the critical ‘insight-taking’ skills that you need in a negotiations and business development context. .Of the 8-day residency, you will be required to select 5 days on which you will write about how you intend to apply and integrate your learning.

4. Class Participation (20%)

Class participation is a central part of this course. Attendance is required to earn participation marks; however, attendance does not equal participation. Students are expected to come to each session well prepared, and to engage with the instructor and their classmates in active and thoughtful discussion. Participation for all exercises in this course includes not only having read the role information, but also having digested it and mentally prepared a strategy. *Please use your name card for each class.*

- **Participation grading is zero based.** All students start with zero points each day Points are added by the quantity and quality of your comments.
- Missed classes (portion of classes) or late arrival to class, whether advised by email or unadvised, will have a serious adverse affect on your participation grade.
- Active participation is key to earning each class’ grade. As a business 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.

Grading Scale for Class Participation: (out of 10 – converted to 20% grade)

0	Absent or late to class – see notes above re late
4-5	Present but does not participate i.e. 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 an analysis using data or evidence from the reading.
10	Provides insight or asks a question that is instrumental in advancing understanding.

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SCHEDULE

Professional Residency courses are delivered over several successive days. *Topics subject to change based on readings/availability.*

DATE	DAY	CLASS TOPICS	ACTIVITIES / READINGS
Sat. Jan. 5	1	The Art of Persuasion, Negotiation & Selling Unlocking Business Development & Principled Negotiation Single Issue Negotiations EQ and Its Impact to Negotiations and Business Development Activities	Reading: <i>HBR: Personal Selling & Sales Management, pp 1-9</i> Reading: <i>Getting to Yes, Chapter 1 pp 3-15</i> Reading: <i>The Surprising Power of Questions 6 pgs</i> In-class Negotiation Exercise: <i>Celtic Luck</i>
Sun. Jan. 6	2	Pink's ABC's Attunement & Empathy Maps Navigating Distributive & Integrative Negotiations Negotiation Styles, Understanding Objective Criteria & BATNA Mixed Motive Negotiations	Reading: <i>To Sell is Human pp. 65-82</i> Reading: Gray, D. <i>Updated Empathy Map Canvas Medium, 1 pg</i> Reading: <i>Getting to Yes, Chapters 2 – 3 pp 19-57 and Chapters 5 – 6 pp 82-95 and pp 99-108</i> In-class Negotiating Styles Self-Assessment In-class Negotiation Exercise: <i>Texoil</i>
Mon. Jan. 7	3	Communication Styles & Adapting to Your Prospect Contract Negotiations Sales Process: Moving From Your World to the Customer's World Buyer Types & Personas	Pre-class Communication Styles Self-Assessment (Canvas) Reading: Forbes online: <i>Which of these Four Communication Styles are You, 4 pgs</i> Reading: <i>How to Listen When Your Communications Styles Don't Match, 2 pgs,</i> In-class Negotiation Exercise: <i>Tendley Contract</i>

SCHEDULE, cont'd

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DATE	DAY	CLASS TOPICS	ACTIVITIES / READINGS
Tues. Jan. 8	4	<p>Sales Funnels & Account Management</p> <p>Empathy Mapping, Pain & Gain Points</p> <p>Negotiating with Your Boss Case</p> <p>Creativity in Negotiations</p>	<p>Reading: <i>Hubspot blog – Sales Pipelines, 14 min read</i></p> <p>Reading: <i>Hubspot blog – Discover Whether You're A Hunter, Farmer or Trapper, 3 min read</i></p> <p>Pre-work: <i>prep Sales Role Play, 1 pg</i></p> <p>Reading: <i>Getting to Yes, Chapters 4, pp 58-81</i></p> <p>In-class Negotiation Exercise: <i>H&G Household Goods</i></p> <p>In-class Competitive Team Learning Activity</p>
Wed. Jan. 9	5	<p>Ethics, Fairness & Trust in Negotiations</p> <p>Use of Agents in Negotiations</p> <p>Lying in Negotiations</p> <p>Prospecting & Using LinkedIn as a BD Tool</p>	<p>In-class Negotiation Exercise: <i>Bullard Houses</i></p> <p>Pre-work: <i>prep Sales Role Play, 1 pgs</i></p> <p>Reading: <i>Hubspot blog – The Ultimate Guide to Sales Prospecting, 22 min read</i></p>
Thurs. Jan. 10	6	<p>Compensation Negotiation</p> <p>Deepening Your Face-to-Face Selling Capability</p> <p>Client Project Team Preparation</p>	<p>Reading: <i>Managing Yourself – Be Your Own Advocate, 4 pgs</i></p> <p>Pre-work Case & Class Poll: <i>Name Your Price: Compensation Negotiation at Whole Health Management, 10 pgs</i></p> <p>Pre-work: <i>prep Sales Role Play, 1 pgs</i></p> <p>In-class: <i>Actor-based Sales Role Play</i></p>
Fri. Jan. 11	7	<p>Storytelling for influence and impact</p> <p>Presentation Practice Rounds</p>	<p>Pre-work: <i>teams to prepare for Client BD Presentations</i></p>
Sat. Jan. 12	8	Final Presentations	

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KEY REGULATIONS

Attendance: As per RHL Regulations on Professionalism, Attendance and Behaviour, students are expected to attend 100% of their scheduled classes. Students missing more than 20% of scheduled classes for reasons other than illness will be withdrawn from the course. Withdrawals, depending on timing, could result in a “W” or an “F” standing on a student’s transcript. Students must notify their instructors at the earliest opportunity if they are expected to miss a class due to illness. A medical note from a licensed, local doctor is required if more than 20% of scheduled classes for a course are missed due to illness. Students are required to notify the Student Experience Manager if they are absent from two or more classes due to illness.

Tardiness: As per RHL Regulations on Professionalism, Attendance and Behaviour, students are expected to arrive for classes and activities on time and fully prepared. Late arrivals may be refused entry at the discretion of the instructor or activity lead. Students arriving halfway through a scheduled class, or later, will be treated as absent for that class.

Electronic Devices: As per RHL Regulations on Professionalism, Attendance and Behaviour, laptops and other electronic devices (cellphones, tablets, personal technology, etc.) are not permitted in class unless required by the instructor for specific in-class activities or exercises. Cellphones and other personal electronic devices must be turned off during class and placed away from the desktop. Students who fail to abide by the RHL “lids down” policy will be asked to leave the room for the remainder of the class. Research has shown that multi-tasking on laptops in class has negative implications for the learning environment, including reducing student academic performance and the performance of those sitting around them.

ACADEMIC MISCONDUCT

All UBC students are expected to behave as honest and responsible members of an academic community. Failure to follow appropriate policies, principles, rules and guidelines with respect to academic honesty at UBC may result in disciplinary action.

It is the student’s responsibility to review and uphold applicable standards of academic honesty. Instances of academic misconduct, such as cheating, plagiarism, resubmitting the same assignment, impersonating a candidate, or falsifying documents, will be strongly dealt with according to UBC’s procedures for Academic Misconduct. In addition to UBC’s Academic Misconduct procedures, students are responsible for reviewing and abiding by RHL’s policy on Academic Integrity.

STANDARD REFERENCE STYLE

The Robert H. Lee Graduate School uses American Psychological Association (APA) reference style as a standard. Please use this style to cite sources in your work unless directed to use a different style.

LATE ASSIGNMENTS

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

OTHER INFORMATION

Students are expected to adhere to the Robert H. Lee Graduate School policies on *Academic Integrity* and *Attendance, Professionalism & Behaviour*, and should ensure they are familiar with these requirements before starting the course.