

### COURSE INFORMATION

Course title:	Business Development		
Course code:	BAMA 505	Credits:	1.5
Session, term, period:	2020W, Period 2	Class location:	online
Section(s):	DD1, DD2	Class times:	T TH 10-12 DD1, 5-7 DD2
Course duration:	Nov. 3 – Dec. 17, 2020	Pre-requisites:	n/a
Division:	Marketing	Co-requisites:	n/a
Program:	MM DD		

### INSTRUCTOR INFORMATION

Instructor:	Elaine Williamson <a href="https://www.linkedin.com/in/williamsonelaine">https://www.linkedin.com/in/williamsonelaine</a>		
Phone:	n/a – email is best	Office location:	online via Zoom
Email:	<a href="mailto:elaine.williamson@sauder.ubc.ca">elaine.williamson@sauder.ubc.ca</a>	Office hours:	Online - 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 segments involving potential partners, new business opportunities, prospects and customers. We do business development and sales for a products, professional service practices, campaigns and not-for-profits to find partners, sponsors, prospective customers and markets. Selling and non-sales selling is a key component to expanding 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 understand and develop strategies to expand a firm's market. 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), a professional skills practice (law, engineering, healthcare), not-for-profit (partnerships, programs) or as an entrepreneur. This experience can supplement any career where influencing and persuading others is required.

This course has been designed to offer an equitable experience to all students, mitigating barriers to access and success caused by adaptations to online remote teaching in response to the global pandemic. Course design and delivery have been adapted to take advantage of the flexibility made possible by online learning while cultivating a strong, inclusive, online learning community.

### COURSE FORMAT

We will use Zoom to have our classes during the scheduled class times.

For this course, you are required to use a Zoom account during synchronous classes and office hours. If you do not have a Zoom account, you can create one here: <https://zoom.us/signup>. Note: creating a Zoom account requires that you provide a first name, last name, and email address to Zoom. For privacy purposes, you may consent to use your existing email address and your real name. Alternatively, if you prefer, you may sign up using an alternative email address and an anonymized name that does not identify you (i.e. Jane Doe, [jane.doe@email.com](mailto:jane.doe@email.com)). If you have trouble creating an account, or accessing a Zoom session, please contact [CLCHelp@sauder.ubc.ca](mailto:CLCHelp@sauder.ubc.ca).

You will be required to provide the email address associated with your Zoom account in a Canvas quiz for identification purposes.

To help replicate the classroom experience, make sessions more dynamic and hold each person accountable, both students and instructors are asked to have their cameras on during Zoom sessions. This is the desired norm for the RHL programs as it will provide the best learning experience. Students who require accommodation concerning the “camera on” requirement must contact their instructors in advance of the first class to discuss options. Students are expected to conduct themselves professionally by joining sessions on time, muting mics when not speaking, refraining from using any other technology when in-session, attending in the attire you would normally wear to school, and participating from a quiet environment. Content from synchronous sessions will be selectively recorded per instructor discretion and made available to students on Canvas for a maximum duration of the course length. This is to allow students the opportunity to return to lecture content to solidify learnings.

The course will be taught using synchronous and asynchronous lectures, with class time for group discussion, concept application, role-plays, small group activities and a flipped-classroom approach in which students will prepare materials in advance of the class e.g., role plays, quizzes, asynchronous lectures.

### LEARNING OBJECTIVES

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

1. Differentiate between business development and sales. Explain where an organization could develop strategies in these functional areas to accomplish its business goals.
2. Practice using the concept of attunement to align with a prospect to develop empathy and trust.
3. Explain account management strategies a firm can use to achieve its business development 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 and others’ communication styles. Use this information in selling situations.
6. Develop your ability to use a sales presentation structure and explain its use in the sales process.
7. Develop communication and teamwork skills through presentations, class activities & discussion.
8. Research, prepare and deliver a professional, structured sales presentation to meet buyer needs.

## ASSESSMENTS

### Summary

<u>Component</u>	<u>Weight</u>
Pre-class quizzes + in-class worksheets	15%
Team Sales Call	35%
Application Assignment	35%
Class participation	<u>15%</u>
Total	<u>100%</u>

### Details of Assessments

#### 1. Sales Call (Team) - 35%

*A detailed Assignment Outline will be posted on Canvas. Students will form teams of 5 by the date listed on the course outline.*

The project is designed to allow teams to work as Sales Account Executives, to identify & build a brief relationship with the customer, explore the customer's business & requirements, develop a solution to meet the customer's needs and present the solution during a structured sales call i.e. sales presentation. The deliverable is a sales presentation to the customer.

#### 2. Application Assignment (Individual or with a partner) = 35 %

*An Assignment Outline is posted on Canvas. You may do this assignment with a partner. Sign up on Canvas by the date on the course schedule. No late partner requests, please.*

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

*After each class, questions or a customer scenario will be posted on Canvas. Application questions will be posted for 10 classes, including your Sales Call. You must complete *five entries* (required Sales Call Self-assessment + 4 Applications of your choice).*

#### 3. Pre-class Quizzes/in-class activities (individual) – 15%

*(best 8 of 9 quizzes + in-class worksheets)*

To provide a more active learning experience in our online class, you will complete concept pre-tests to free up online class time for higher-level application of key concepts.

To reinforce course concepts, you will work on 'in-class' worksheets. The worksheets must be submitted by each partner/group member by the end of the day during which it was assigned. Roleplays, requiring pre-class preparation, will be assessed by a classmate 'customer'. A 'customer' feedback worksheet will be submitted after each roleplay.

**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 ensure your Zoom name matches your preferred name.*

Class participation is a central part of this course. Attendance is required to earn participation marks; however, attendance does not equal participation. *Our TA's will be recording attendance and participation for each class.*

- **Participation grading is zero-based:** all students start with zero points in each class. Points are earned by the quantity and quality of your comments. Active participation is the key to earning each class's grade. As an emerging leader and professional, your contribution to a meeting is an indicator of your ability to communicate your thoughts, synthesize the group's thinking and develop new areas of understanding.
- On-time arrival and attendance to our online class are required. 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, resulting in a zero-participation grade. Missed classes with no email will result in a zero and may reduce your overall participation grade.
- 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, correct grammar, and spelling.
- Professionalism is an overall requirement. Your grade represents your contribution to class discussion and your business professionalism. Arriving on time, not responding to a question during an online class because you are signed in but not present, being disrespectful during discussions are examples of poor professional behaviour.
- Your participation when we have guest speakers counts towards your grade.

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

0	Absent or <b>late</b> to class – see notes above re late
5	Present but does not participate, does not contribute to 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:

I recognize that you will be spending a lot of time learning online this year, therefore, my approach is to Keep It Simple and minimize the number of different applications required for BAMA 505, especially those that go beyond the Canvas environment

- 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.

**OPTIONAL TEXTBOOK – To reflect the challenges of sourcing the textbook, and to protect the health of delivery workers during COVID-19, this text is now an optional resource for the course.**

**Title:** To Sell Is Human - The Surprising Trust about Moving Others

**Author:** Daniel H. Pink

**Publisher:** Penguin / Riverhead

**ISBN:** 978-1-59463-190-0

Available online, 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).

**In-class Exercises:** There are no make-ups for any missed in-class exercises. You must attend class to earn these marks. All worksheets must be submitted individually, by each student, including when the worksheet has been completed with a partner or small group.

For assignments completed with a partner or group, one student should submit the assignment for the group/partner; however, every student is equally responsible for ensuring that their group's assignment has been successfully submitted on time.

### *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 a medical or personal emergency.

**Scaling:** Per [UBC policy](#), instructors, Faculties, departments, and schools reserve the right to scale grades to maintain equity among sections and conformity to University, faculty, department, or school norms. Students should, therefore, note that an unofficial grade given by an instructor might be changed by the faculty, department, or school. Grades in Canvas are subject to change. Grades are not official.

**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, 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.

**Written Language Requirements (Individual Submissions):** All written work, *including email to me*, is to be written in clear, grammatically correct English. Emails must use 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 the 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 or that reads as if it was written by one person. *The editor's 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. Feedback is encouraged in the 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 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 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 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 the suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and 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 university policies and 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 nor should you help others to do the same. For example, it is prohibited to: share your past assignments and answers with other students; work with other students on an assignment when an instructor has not expressly given permission; or spread information through word of mouth, social media, or other channels that subverts the fair evaluation of a class exercise, or assessment. 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 to monitor and prevent recurrences.

### *Academic Freedom and Students Studying from Outside Canada*

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

### **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 the permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline and could be subject to legal action. Audio or video recording of classes is not permitted without the prior approval of the Instructor. 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 is not permitted without the prior consent of the instructor.

### **ACKNOWLEDGMENT**

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 of Oct. 5, 2020 (subject to change with new content )**

#	Date	CLASS TOPICS	READINGS	WHAT'S DUE
1	Tues Nov. 3	1. Course introduction 2. Business Development and Sales 3. Attunement	Class Prep on Canvas	1. Pre-test by 7:10:00 am (on Canvas) 2. Sign up teams on Canvas at 8 p.m.
2	Thurs Nov. 5	1. Buoyancy 2. Customer Journeys in BD, Sales	Class Prep on Canvas	1. Pre-test by 10:00 am (on Canvas) 2. Sign up with partner on Canvas at 8 p.m. 3. In-class worksheet #1- <i>Create a Business Development Plan for Your Business or Idea</i>
3	Tues Nov. 10	1. Discovery Calls Sales 2. Process	Class Prep on Canvas	1. Pre-test by 10:00 am (on Canvas) 2. Comm styles Pre-test by 10:00 am (on Canvas)
4	Thurs Nov. 12	1. Sales Process & Objection Handling 2. SPIN Questions 3. Communication styles	Class Prep on Canvas	1. In-class worksheet #2 – <i>Create a Plan to Call a Potential Customer or Partner (Discovery Call)</i>
5	Tues Nov. 17	1. Account Management Strategies 2. Discovery Call role-play #1	Class Prep on Canvas	1. Pre-test by 10:00 am (on Canvas) 2. In-class worksheet #3 – <i>Evaluate a Discovery Call</i>
6	Thurs Nov. 19	1. Using a Sales Funnel for Sales and Business Development Sales 2. role-play #2	Class Prep on Canvas	1. Pre-test by 10:00 am (on Canvas) 2. In-class worksheet #4
7	Tues Nov. 24	1. Pitch 2. Storytelling and sales 3. Sales role-play #3 – team selling	Class Prep on Canvas	4. Pre-test by 10:00 am (on Canvas)
8	Thurs Nov. 26	1. Sales Proposals 2. BD Using Partners & Agents 3. Sales role-play #4 - team selling	Class Prep on Canvas	1. Pre-test by 10:00 am (on Canvas) 2. In-class worksheet #5 - <i>Evaluate a Sales Meeting</i>
9	Tues Dec.1	1. Sales call presentations 8-10 and 12-12		All students must be available 8-10, 12-2 as by prior arrangement with RHL – teams attend only their time
10	Thurs Dec. 2	1. Prospecting 2. Using LinkedIn for BD 3. Course wrap up	Class Prep on Canvas	1. Pre-test by 10:00 am (on Canvas)
	TBC	<i>Exam Week</i>		2. <i>Application Assignment ( on Canvas)</i> 3. <i>iPeer</i>