

COURSE INFORMATION

Course title:	Business Development		
Course code:	BAMA 505	Credits:	1.5
Session, term, period:	2021S1-2	Class location:	Zoom
Section(s):	01	Class times:	Mon, Wed 2:00pm-4:00pm
Course duration:	Jun 14, 2021 to Jul 24, 2021	Pre-requisites:	n/a
Division:	Marketing	Co-requisites:	n/a
Program:	MM		

INSTRUCTOR INFORMATION

Instructor:	Nathanael Arney		
Phone:	604-825-1235 (mobile)	Office location:	Zoom
Email:	nathan.arney@sauder.ubc.ca	Office hours:	Mon 8:00am-12:00pm by appointment

COURSE DESCRIPTION

Sales is the foundational expression of commerce. It is a personal skill which when learned enables the creation of wealth. Business development is the application of personal selling skills and strategies to generate long-term value from business clients, markets, and relationships. CEOs, entrepreneurs, marketers, account managers - and to some extent all employees - are responsible for business development.

This course explores the process of business development providing insights and skills which accelerate careers in any industry.

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.

LEARNING OBJECTIVES

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

1. See the value of a product or service through the eyes of a consumer or professional buyer
2. Utilize multiple sales methods to engage in high value complex sales
3. Apply selling strategies in business to consumer and business to business settings
4. Explain buying and sales cycles
5. Manage existing opportunities and accounts
6. Find new business opportunities

ASSESSMENTS

Summary

<u>Component</u>	<u>Weight</u>
1. Concept Quizzes and Case Studies	15%
2. Group Sales Scenario	40%
3. Individual Reflection and Integration Paper	30%
4. Class participation	15%
Total	<u>100%</u>

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. 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, as well as a written proposal.

3. Individual Reflection and Integration Paper

Students will maintain a unit-by-unit reflection on the required readings, cases, sales role-plays, in class activities, and Group Sales Scenario. This is an opportunity for students to reflect on and integrate learning from the unit. They may consider what went well, or didn't go well, and areas of growth in their reflection. The goal of this assignment is student authenticity and engagement.

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.
- 9 – Shares an analysis using data or evidence from the case or reading.
- 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.

Please obtain the book prior to the beginning of 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 on-line, e-books and through most book retailers. You may purchase a used copy.

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](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](#).

Other Course Policies and Resources

Assessment activities and materials due prior to students joining the course cannot be made up. If you are considering taking this class please be in attendance in order to not miss anything.

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. Peer evaluations will be used to evaluate team members.

Failure to complete the peer evaluations will incur a 10% deduction on all team assignments.

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.

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.

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

During online lectures, students are not permitted to use any electronic devices other than the primary one used for attending the online lecture (e.g. laptop or desktop). Only Zoom should be open during the online lecture unless an instructor advises the use of another program/website for an in-class activity. Feedback from students indicates that personal devices are the number one distraction from effective learning and participation in the online learning environment.

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 status as a First Nation, Metis, Inuit, or Indigenous person, 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.

Academic Freedom and Students Studying from Outside Canada [do not modify this paragraph]

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 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. Students may not share class Zoom links or invite others who are not registered to view sessions.

ACKNOWLEDGEMENT

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

ONLINE TEACHING TOOL & REQUIREMENTS

This course will be taught using Zoom for synchronous classes and office hours.

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 using 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). If you have trouble creating an account, or accessing a Zoom session, please contact 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 required to have their cameras on during Zoom sessions. Students who require an accommodation with regard to the “camera on” requirement must contact their instructors in advance of the first class to discuss options. As professional graduate students, 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 business casual dress (at a minimum), 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 done to allow students the opportunity to return to lecture content to solidify learnings.

COURSE SCHEDULE

(Subject to change with class consultation)

Class	Date	Topic	Title	Activities/Readings	Assessments Due
1	Mon June 14	Introduction	Introduction Sales: Communication for wealth		
2	Wed June 16	Psychology	Communication, Trust & Relationships Selling Buyer & Seller Behaviour	Selling role-play 1 Class Prep on Canvas	Pre-Quiz
3	Mon June 21	Foundations	Buying & Selling Processes Selling Models	Case 1 Class Prep on Canvas	Pre-Quiz
4	Wed June 23	Prospecting	Prospecting Technology	Selling role-play 2 Class Prep on Canvas	Pre-Quiz
5	Mon June 28	Approach	Need Discovery & Qualification Mediums: In person, Phone, Video, Email, Social	Case 2 Class Prep on Canvas	Pre-Quiz
6	Wed June 30	Presentation	Story Proposals & Pitches	Selling role-play 3 Class Prep on Canvas	Pre-Quiz Group Sales Scenario: Discovery call
7	Mon July 5	Negotiation	Objection Handling Closing & Servicing	Case 3 Class Prep on Canvas	Pre-Quiz
8	Wed July 7	Sales Settings	B2B Selling B2C Selling	Selling role-play 4 Class Prep on Canvas	Pre-Quiz
9	Mon July 12	Management	Opportunity Management Account Management	Case 4 Class Prep on Canvas	Pre-Quiz
10	Wed July 14	Sales Scenario	Group presentation meetings Presentation times randomly assigned		Group Sales Scenario: Presentation
Exam Week					Group Sales Scenario: RFP Response Individual Reflection & Integration