

### COURSE INFORMATION

Course title:	Business Development	Credits:	1.5
Course code:	BAMA 505	Class location:	DD1: HA 435 DD2: HA 335
Session, term, period:	2021W, Period 2	Class times:	DD1: Tue/Thur 10am-12pm DD2: Tue/Thur 2pm-4pm
Section(s):	DD1 and DD2	Pre-requisites:	n/a
Course duration:	Nov 1 to Dec 11, 2021	Co-requisites:	n/a
Division:	Marketing		
Program:	MM Dual		

### INSTRUCTOR INFORMATION

Instructor:	Nathanael Arney	Office location:	Henry Angus 351
Phone:	604-825-1235	Zoom office:	ID: 688 4954 8263 Code: 768905
Email:	nathan.arney@sauder.ubc.ca	Office hours:	Mondays 12:00pm-3:00pm
		Scheduling:	By appointment only

### COURSE DESCRIPTION

Sales is the foundational expression of commerce. The goal of this class is to provide introductory skills and applied experiences in the discipline of selling; and the ability to build value creating relationships

The term Business Development, commonly means the act of finding new business for an enterprise or group or the use of existing relationships with customers or previous customers to sell additional elements to these existing relationships. We will consider Business Development more broadly, to also include Sales skills and professional learning, Account Management which is the ongoing relationship management of existing customers, and a smattering of self-knowledge and understand emphasizing how your existing skills set up your abilities within this discipline.

This course is about learning of foundational skills to enable students to create successful value creation interactions whether “doing this for a living” or doing it as part of your role in a company, entrepreneurial venture, or simply to sell your ideas or abilities as part of a job search.

### COURSE FORMAT

This course employs several methods of educational experiences:

- Prep materials will be provided which may include readings, videos, quizzes, or others. Students are expected to come to class with this material reviewed and internalized.
- We take our precious time together in class to not have one of your instructors “teach” but instead to explore carefully designed activities which will bring the concepts learned in the prep and the course to life. You are a vital part of the learning process, in your participation in the exercises and discussion.

- An after class experience guided in the Post Class page in Canvas. Here you will find any slides, if used, as well as any promised follow up, your Reflection and Application questions, and Supplemental Materials.
- An outside of class “simulation” of a sales process will be employed for direct team-based application of course concepts. This will accelerate your learning providing a safe place to practice new techniques.

## LEARNING OBJECTIVES

### **Students will be able to:**

- *Identify their own capabilities, strengths, weaknesses, biases and quirks and apply that knowledge to maximize their selling opportunities*
- *View the value of a product or service through the eyes of the buyer (which could be an end consumer or a B2B or B2G buyer)*
- *Think logically about developing an “idea” or “solution” to a buyer (understanding that a buyer might include an investor who is ‘buying’ your idea or a hiring manager is ‘buying’ your talent)*
- *Specifically explore the investigation of prospects, identify solutions for those buyers and craft communications that fit their needs, secure the “sale”, and how to manage the account post-sale if the relationship is on-going.*
- *To enhance the ability to reflect upon the sales concepts learned and how to adjust behaviour and techniques in response to those learnings.*

## ASSESSMENTS

### Summary

<u>Component</u>	<u>Weight</u>
Concept Quizzes and Case Studies	15%
Group Sales Scenario Discovery call (10%) Presentation (15%) Written Proposal (15%)	40%
Individual Reflection and Integration Paper	30%
Class participation	15%
Total	100%

### 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. This 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 deliverables are a discovery call, a sales presentation, and 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 journal is an opportunity for students to reflect on and integrate learning from the unit. Students may consider what went well, or didn't go well, and areas of growth in their reflection. Journal entries must be a minimum of 150 words each. 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.

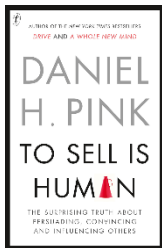
6 – Participates with basic information such as case facts.

7 – Offers an opinion or asks/answers a basic question.

8 – Engages in a meaningful discussion with other members of the class.

## LEARNING MATERIALS

### Required Reading Materials:



**Title:** To Sell is Human

**Author:** Daniel H. Pink

**Publisher:** Penguin / Riverhead

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

*Available on-line through most book retailers, as a Kindle edition, and at the UBC Bookstore. Reading the book before class begins is advisable.*

Additional materials will be available in the Canvas day plans or Library Online Course

Reserves.

**Required Course Pack:** is student purchased, here is the link to purchase your copy:

<https://www.iveypublishing.ca/s/ivey-coursepack/a1R5c0000F1jITEAZ/bama-505-2021w-period-2>

## 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](#). 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*

#### *Grading scale and average*

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-. It is important to note that the letter grading scale anticipates that all letters are utilized in order to fully recognize academic accomplishment.

#### *Weighting of Assignments:*

The instructor reserves the right to reweight the course assignments if required impacting all students equally. Re-weighting of course elements does not occur for individual students except for academic concessions.

#### *Grading questions*

Students are responsible for monitoring their own progress of points/assignments on Canvas. Questions on any points awarded should be raised within 7 days of the posting of the grade. Please handle these via email, subject line should be "Question concerning x mark". After 7 days, the grade is considered final for that assignment/activity (items under review are not included in this constraint).

#### *Feedback*

Your instructors will make every effort to return assignments as quickly as possible. Several of the items we will grade personally so we can provide coaching. This process does require significant time; your patience is appreciated.

Recognize that feedback comes in many ways and comments on your work are but one source. In each class, you will be treated to almost two hours of conversation about the topics of the day. You should be comparing your thinking from the pre-reading and your work experiences on how your ideas compare to your classmates' and the instructors'. This second type of feedback is the skill you will need in the workplace as written comments and a grade is a rare occurrence.

#### *Ear buds*

Ear buds are not permitted at any time in the classroom. It is the student's responsibility to remove them prior to the start of class. Ear buds left in result in a participation zero for the day.

#### *Written Language Requirements Individual Submissions*

Everything students deliver in this class is to be written in clear, grammatically correct English. Great ideas written poorly receive poor grades as do poor ideas written well. In a fast-paced business world, the ability to convey ideas with clarity and conviction is imperative.

#### *Written Language Requirements Team Submissions*

These are the same as individual submissions, with the addition of this instruction: the role of editor is to compile the work created separately by each teammate and creating a cohesive document that reads

as if it was written by one person. *The editor role is not to correct grammar.* If editors are reworking contributions to fix grammar, this feedback is encouraged in peer reviews. An individual grade for any team submission may be reduced if others report they were required to correct basic grammar issues to craft a final submission.

## 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.

### *COVID-19 Policies for Attendance & Academic Concessions:*

If a student feels unwell, they should stay home and send a courtesy email to each impacted instructor and cc their program manager. The student should also submit an [Academic Concession Request & Declaration Form](#).

If a student suspects possible COVID-19 infection, they should use the BC Ministry of Health’s [self-assessment tool](#), to help determine whether further assessment or testing for COVID-19 is recommended.

If a student is required to self-isolate (e.g., while waiting for test results), they should follow the steps above (stay home, email instructor(s) and program manager, submit an [Academic Concession Request & Declaration Form](#), and follow BC Health Guidance.

Students who are required to quarantine, should get in touch with their Program Manager to discuss the possibility of academic concessions for each impacted course. The Program Manager will work closely with your instructors to explore options for you to make up the missed learning.

### *COVID-19 Safety in the Classroom:*

**Masks:** Masks are **required** for all indoor classes, as per the BC Public Health Officer orders. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. For the purposes of this order, the term “masks” refers to medical and non-medical masks that cover our noses and mouths. Masks are a primary tool to make it harder for COVID-19 to find a new host. You will need to wear a medical or non-medical mask for the duration of our class meetings, for your own protection, and the safety and comfort of everyone else in the class. You may be asked to remove your mask briefly for an ID check for an exam, but otherwise, your mask should cover your nose and mouth. Please do not eat in class. If you need to drink water/coffee/tea/etc, please keep your mask on between sips. Students who need special accommodation are asked to discuss this with the program office.

**Seating in class:** To reduce the risk of COVID-19 transmission, please sit in a consistent area of the classroom each day. This will minimize your contacts and will still allow for the pedagogical methods planned for this class to help your learning.

Visit the following website for the most recent updates regarding COVID-19 protocol on campus:  
<https://students.ubc.ca/campus-life/returning-to-campus>

### *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>.

### *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.

### **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<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.

**COURSE SCHEDULE**

(Subject to change with class consultation)

Class	Date	Topic	Readings or Activities	Assessments due
1	02-Nov	Introduction, Hunters & Farmers	Class Prep on Canvas	
2	04-Nov	Pink ABCs & Empathy	Selling role-play 1 Class Prep on Canvas	Pre-Quiz
3	09-Nov	Call Plans, Funnels, and Selling Systems	Case 1 Class Prep on Canvas	Pre-Quiz Group Sales Scenario: Groups Assigned
4 (Friday Makeup)	12-Nov	Prospecting	Selling role-play 2 Class Prep on Canvas	Pre-Quiz
5	16-Nov	Discovery	Case 2 Class Prep on Canvas	Pre-Quiz Group Sales Scenario: Discovery Calls
6	18-Nov	Meetings	Selling role-play 3 Class Prep on Canvas	Pre-Quiz
7	23-Nov	Getting 2 Closing	Case 3 Class Prep on Canvas	Pre-Quiz
8	25-Nov	Account Management	Selling role-play 4 Class Prep on Canvas	Pre-Quiz
9	30-Nov	Sales Flavours	Class Prep on Canvas	Pre-Quiz
10	02-Dec	Sales Scenario Meetings		Group Sales Scenario: Presentation Individual Reflection & Integration
Exam Week	Dec 6 - Dec 10			Group Sales Scenario: Written Proposal