

COURSE INFORMATION

Course title:	Business Development	Credits:	1.5
Course code:	BAMA 505	Class location:	435
Session, term, period:	2022W2, Period 5	Class times:	Tue Thu 2-4 pm
Section(s):	MM1	Pre-requisites:	n/a
Course duration:	April 18-May 18, 2023	Co-requisites:	n/a
Division:	Marketing		
Program:	MM		

INSTRUCTOR INFORMATION

Instructor:	Jacqueline Wong, MSc, MBA	Office location:	HA 351
Phone:	(604) 822-8500	Office hours:	Arranged upon request
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Teaching assistant:	Pia Rodriguez
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COURSE DESCRIPTION

Goal: To provide introductory skills and applied experiences in the discipline of selling and persuasion; the foundation is the ability to build value creating relationships, understand the elements of selling, and apply strategy in the process of sales.

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. Business development is not limited to salespeople. Scientists, artists, clinicians, and researchers can hold roles in an organization that have business development responsibilities. As such, we will consider Business Development more broadly, explore communication skills and techniques that can be applied in different selling situations, and discuss the elements of building a relationship with customers. It is important to gain self-awareness on how your existing skills plus emotional intelligence competencies impact your success in 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:

BAMA505 MM1
Program: MM

- Before each class, prep materials will be posted on Canvas. This includes readings, self-assessment exercises, and case readings that impact your participation grade in discussions during class. Students are required to come to class with the mandatory materials read.
- During class, we will work together in discussions and during carefully designed exercises to help you gain a deeper understanding of the concepts and frameworks related to sales and business development. *You are a vital part of the learning process in your participation in the exercises and discussion.*
- After each class, slides and reflection questions will be posted on Canvas.
- A team project simulating a sales cycle will be used for direct team-based application of course concepts. This project will provide a safe space to practice new techniques and apply your learnings week over week

LEARNING OBJECTIVES

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

1. Identify their own capabilities, strengths, and weaknesses, and apply that knowledge and develop self-awareness and empathy to maximize their selling opportunities
2. View the value of a product or service through the eyes of a B2C and B2B buyer
3. Think logically about developing and presenting an “idea” or “solution” to a buyer
4. Qualify prospects, identify solutions for those buyers and craft communications that fit their needs, handle objections to secure the “sale”, and consider post-sale service.
5. Consider the ethics implication pertaining to different types of selling situations
6. Evaluate business development concepts learned and adjust behavior to adopt techniques in selling situations

ASSESSMENTS

Summary

<u>Component</u>	<u>Weight</u>
Group Case Assignment	20%
Team project:	35%
Sales Call Plan (written) 5%	
Discovery Call (live) 10%	
Sales presentation (recorded) 20%	
Reflection (individual)	20%
Participation & attendance	<u>25%</u>
	<u>100%</u>

Details of Assessments

Group Project (35 points)

The project is designed to allow student teams to work like sales executives to build and submit a

written plan to qualify the prospect (5 points), hold a discovery call (10 points), submit a recorded solutions presentation (20 points) that meets the customer’s needs. This 3-part project has assignments due throughout the course to simulate the sequence of a sales cycle. Grading criteria, instructions for recording, and additional details will be posted on Canvas.

Individual Reflections (20 points)

Reflection questions will be posted after each class to assist with your learning and deepen yourself self-awareness. These questions will be given at the end of the class and posted on Canvas after class. Max 250 word per question.

Self-awareness is a big part of successful selling. The more you are willing to consider your own beliefs, behaviors and biases the more you will learn from this assignment.

See Canvas for rubric and submission details.

Group Case Assignment (20 points)

You and your team will utilize the concepts learned to analyze an RFP opportunity and the sales approach in the case.

See Canvas for rubric and submission details.

Participation & Attendance (25 points)

Active engagement in the class conversation is an expectation.

Participation is a combination of attendance and quality of contributions to the class and case discussions.

Participation awarded daily out of 10 possible points:

Points	Daily Participation Tracking, 10 point scale each day
0	Absent with no academic concession
5	Present for class, on-time, but no participation
6	Contributions which are substantively derivative, questions to reiterate or confirm information, general comments. This is also the expected points for answering a question directed to you (although higher marks may be awarded)
8	Volunteered contributions which build the conversation and show significant preparation and/or reflection upon the topic at hand.
10	Comments of significant originality or insight.

To encourage a wide range of voices in our highly participative class, the following techniques will be utilized:

- Generally, the first hands in the air are those that will be called on, but not always
- The instructor will make an effort to call on hands in a more random order to be fairer to the various learning styles in the room.
- Not everyone will be called on; time constraints exist on every topic.

LEARNING MATERIALS

Required:

- 1) Course pack for purchase

<https://www.iveypublishing.ca/s/ivey-coursepack/a1R5c00000ElmqaEAD>

- 2) Library course reserves

<https://courses.library.ubc.ca/c.h6SqtB>

Estimated cost of required materials: \$15.30

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 instructor will make every effort to return assignments as quickly as possible. This process does require significant time; your patience is appreciated.

Recognize that feedback comes in many ways. 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 real life experiences on how your ideas compare to your classmates' and the instructor's. 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 Submission

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.

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 optional 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. 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.

Use of AI

If you use ChatGPT (or a similar tool) to get ideas and/or partial answers for an assignment and/or to generate any text for a draft or final version of any part of an assignment, you must declare that you have used it, with a couple sentences describing the extent to which it was used, and you must save any generated text from this tool in case it is requested.

You will not be penalized for using this tool, but a TA or the instructor may ask you to provide the generated text in order to help with grading decisions. In this case, your (or your group's) *original* contributions will be evaluated. Failure to fully declare the use of this tool will be considered "unauthorized" (See 3.b of the [Vancouver Academic Calendar](#))

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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.

COURSE SCHEDULE

(Subject to change with class consultation)

Class	Synchronous Or Asynchronous	Date	Topic	Readings or Activities	Assessments due
1	Synchronous	April 18	Introduction to sales, sales careers, and sales profiles	See module 1 on Canvas	Complete online assessment quiz on farmer vs hunter sales personality
2	Synchronous	April 20	Buying situations & structures	See module 2 on Canvas	n/a

			Attunement & relationship building Opportunity qualification		
3	Synchronous	April 25	Prospecting Sales cycles vs sales funnels Opening a discovery call; questioning techniques	See module 3 on Canvas	Sales call team plan due on Canvas 1:59 pm
4	Synchronous	April 27	Benefits, features, and value Sales pitches Guest speaker #1	See module 4 on Canvas	n/a
5	Synchronous	May 2	Live discovery call In-class assignment	See module 5 on Canvas	Live discovery call takes place in class Assignment released at 2:00 pm on Canvas, due at 4:00 pm same day in class.
6	Synchronous	May 4	B2B vs B2C buyers Buyer roles Guest Speaker #2	See module 6 on Canvas	n/a
7	Synchronous	May 9	ESMT case discussion	See module 7 on Canvas	ESMT Case Assignment due at 1:59 pm

8	Synchronous	May 11	Discovering your communication style	See module 8 on Canvas	Complete self-assessment on communication style at home and bring results to class
9	Synchronous	May 16	Objection handling Closing of the sale Guest Speakers #3	See module 9 on Canvas	Team sales presentation recording due on Canvas at 1:59 pm
10	Synchronous	May 18	Sales ethics and wrap-up	See module 10 on Canvas	Complete 3 case readings for class discussions and activities
Reflections due on May 20 at noon					