

COURSE INFORMATION

Course title:	Business Development	Credits:	1.5
Course code:	BAMA 505	Class location:	HA 254
Session, term, period:	2022W2, Period 2		
Section(s):	DD1, DD2	Class times:	DD1 Tue/Thu, 10:00-12:00 DD2 Tue/Thu, 14:00-16:00
Course duration:	Oct 31, 2022 to Dec 02, 2022	Pre-requisites:	n/a
Division:	Marketing	Co-requisites:	n/a
Program:	MM		

INSTRUCTOR INFORMATION

Instructor:	Nathanael Arney	Office location:	HA 351; Zoom
Email:	nathan.arney@sauder.ubc.ca	Office hours:	Mon 2:00-14:00 Pacific (by appt);
Phone:	604-825-1235		

Teaching assistant: [TBA]
Email: [TBA]

COURSE DESCRIPTION

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

The term Business Development, commonly refers to the act of finding new business opportunities for an enterprise or organization through relationships with customers (existing or previous) and as well as developing relationships with new potential customers. In this course we will consider the skills required to accomplish this task including personal selling and account management and development skills.

Whether you are involved in business development, entrepreneurship, B2B marketing, or general sales, this class will give you the foundation for your career path. It will also be of value for those required to understand the activities of the sales department. While these skills are presented as for driving revenue, this same skill set is also incredibly valuable for those needing to communicate their ideas or persuade others.

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.
- This class is very hands-on and activity based.
- This course includes a simulation of a sales process for direct team-based learning.

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	40%
Discovery call (10%)	
Presentation (15%)	
Written Proposal (15%)	
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.

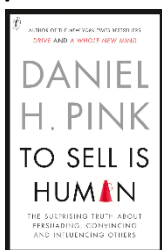
8 – Engages in a meaningful discussion with other members of the class.

LEARNING MATERIALS

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

<https://www.iveypublishing.ca/s/ivey-coursepack/a1R5c00000ERodOEAX>

Optional 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.

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](#).

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:

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.

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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.

COURSE SCHEDULE

Subject to change with advance notice

Class	Date	Topic	Readings/Cases	Assessments due
1	01-Nov	Introduction	Class prep on canvas	
2	03-Nov	The Sales Processes	Class prep on canvas	Quiz
3	08-Nov	Needs Discovery	Class prep on canvas	Quiz
4	10-Nov	Interpersonal Selling Skills	Class prep on canvas	Quiz
5	15-Nov	Finding Buyers	Class prep on canvas	Discovery Call
6	17-Nov	Account Management	Class prep on canvas	Quiz
7	22-Nov	Quantitative Selling Strategy	Class prep on canvas	Quiz
8	24-Nov	Qualitative Selling Strategy	Class prep on canvas	Quiz
9	29-Nov	Sales Flavours	Class prep on canvas	Written Proposal
10	01-Dec	Presentations	Class prep on canvas	Presentation
Exam Week	Dec 5-9		Class prep on canvas	Individual Reflection and Integration Paper