

COURSE INFORMATION

Course title:	Professional Residency 2 – Business Development & Negotiations		
Course code:	BA 502	Credits:	5.0
Session, term, period:	2021 WT2	Class location:	TBC
Section(s):	301	Class times:	8:30am-4:30pm
Course duration:	Jan 8-15, 2022	Pre-requisites:	n/a
Division:	Interdisciplinary	Co-requisites:	n/a
Program:	PMBA		

INSTRUCOTR INFORMATION

Instructor: Nathanael Arney
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COURSE DESCRIPTION

Professional Residency courses are intensive, integrated 5-credit courses, whose purpose is to integrate learnings in multiple business topics, along with communication skills and professional development activities that support this learning. This course will provide a graduate-level foundation in business development and negotiations, and will enable students to understand the connections between these two essential business topics, and apply their learning immediately to their professional practice. Additionally, the course will enhance students' self-awareness, career management and networking skills. The nature of the subject matter means that this course will be highly interactive and experiential.

Class time is used to fit concepts to concrete situations, to develop foundational selling skills, and to understand how business development, sales and building relationships creates value for both parties.

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 e.g., role plays, negotiations.

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
7. Identify the nature of negotiation, and specifically determine other parties' interests and goals.
8. Master a general negotiation framework and develop strategic and tactical plans for negotiating.
9. Demonstrate negotiation skills relevant to the situation, and analyze the conditions under which one strategy is most likely to be effective than another.

10. Evaluate the costs and benefits of alternative actions and use their own negotiating style while avoiding psychological traps that affect negotiators.
11. Conduct oneself professionally and for positive impact in a range of business scenarios.

ASSESSMENTS

Summary

<u>Component</u>	<u>Weight</u>
Planning documents	10%
Case Reflection	15%
Team Business Development Presentation	35%
Application and Integration Assignment	30%
Class participation	10%
Total	100%

Details of Assessments

Planning Documents (10%)

Due date: please refer to Canvas

Planning documents help you to fully understand the nature of a negotiation situation and develop strategies that will maximize your outcomes. They are functional documents designed to keep you focused on your goals and help you implement tactics during a negotiation. Therefore, they should be concise and focused, as well as informative. You are required to submit a negotiation planning document after each negotiation. They will be graded on completeness—such as including all the relevant materials concerning your reservation point and you and the other party’s alternatives and issues—and accuracy.

Case Reflection: Moms.com (15%)

Due date: Jan 16, 11:59pm

Your goal for this assignment is to demonstrate what you have learned about negotiation tactics by writing a paper that uses course concepts to analyze key events in a negotiation. In the paper, you should reflect on important moments in the Moms.com negotiation that affected your ability to create value (i.e., grow the pie) and/or claim value that was created (i.e., take a greater percentage of the pie for yourself). You should make connections to the business development component of the course and, perhaps, your final business development project.

- Identify two (2) things related to integrative bargaining that you or your counterpart did that significantly influenced the negotiation process or outcome. You should focus on events that explain why the negotiation ended up the way it did (e.g., Did you maximize the size of the pie? Why or why not? Did efforts to grow the pie affect how well you or your counterpart were able to claim value?).
- Organize the paper around the two key events rather than embed the events within a chronological account of the negotiation. You should not attempt to cover everything

that happened in the negotiation; stay focused on the analysis and insights about the two key events.

- Use terms and concepts presented in class and/or the readings to label each of the three things that happened. In doing so, demonstrate that you understand the terms/concepts and the connection between the event in the negotiation and the terms/concepts. Also, explain the importance of the event on the outcome. That is, why was this event noteworthy?
- Include a discussion of what you learned from these events and how you will negotiate differently in the future as a result. Be specific about the statements or behaviors you will use or avoid in the future. For example, do not simply say that you will work harder to grow the pie in the future; instead, discuss specific things you can say or do to help grow the pie.
- How can you tie this to the other content from the other aspects of the class, specifically concerning about business development? Exemplary papers will make effective connections.
- Assume readers of your paper are intimately familiar with the details of the exercise and the assignment. You will lose points if you waste time and space on things we both already know.
- There is no need to include a cover page, title, introduction, or conclusion. Focus instead on content that is more meaningful. Also, please include only your name in the header. Omit all other information, including the class name, the class number, my name, school, program, etc.

This is not an exhaustive list, but here are a few examples of the type of issues you could address:

- What tactics did you plan to use in the negotiations? Why were they effective or ineffective?
- Did you deviate from the strategy you devised while planning? Why or why not?
- How did you try to expand the pie? Why were you successful or unsuccessful at creating value?
- What distributive tactics did you use? Why were you successful or unsuccessful at claiming value?
- Who controlled the negotiation? How could the other side have gotten some control back?
- What did you learn about yourself or your negotiation style from this experience?
- What did you learn about how others' behavior affected your own behavior?

Ideally, you would write this paper within the first couple days (if not hours) following the exercise. It is best (and easiest) to revisit your negotiation experience while it is still fresh in your mind. Submit the paper via Canvas. The analysis should be no more than 2 double-spaced pages in length (use 1" margins, Times New Roman or Calibri, 12-point font). Although there is no minimum page requirement, papers less than 1.5 pages probably lack sufficient analysis.

Presentation 35%

Due date: Jan 15, 5pm

Our client has requested that groups develop a post onboarding three month national sales training program for employees working in their direct B2B channel.

- Suitable for new B2B sales representatives selling hardware and software
- Able to be utilized during Covid and after
- Covers solution selling as well as transactional selling strategies
- Covers dynamic presentation skills useful during Covid and after
- Builds comradery among employees

This ten minute presentation includes descriptions of structure, delivery methods, sales training content, and rationale. It should be accompanied by a five page matching proposal, that additionally includes a brief sample training to be implemented as part of the program on a topic of your choice.

It is expected that presentations and proposals may vary significantly based on each group's creativity.

Grading Criteria:

- Feedback from client representatives
- Real world usability
- Implementation of course topics
- Presentation quality
- Writing quality

Application and Integration Assignment 30%

Due: Jan 15, 11:59pm

Students will maintain a daily reflection drawing from the readings, cases, sales role-plays, in class activities, and group project. This journal is an opportunity for students to reflect on and integrate learning from the day. Students may consider what went well, or didn't go well, and areas of growth in their reflection. Journal entries must be between 125 and 250 words per day. The goal of this assignment is student authenticity and engagement. You do not need to write about everything, just what stood out to you.

Grading Criteria:

- Formatted as a journal
- Engagement with course content or activities
- Authenticity of reflection
- Quality of writing

Class participation 10%

Class participation will be tracked and graded based on the quality of in class contributions.

LEARNING MATERIALS

Required: *To Sell Is Human: The Surprising Truth About Moving Others* by Daniel H. Pink (ISBN-13: 978-1594631900)

You will be sent a link from Northwestern Kellogg Dispute Resolution Research Center with a coursepack that you must purchase. Please contact Pat Reilly if you have not received the link. Coursepack fee is \$30 USD.

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) at <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 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.

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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

PROFESSIONAL RESIDENCY 2												
Time	Day 1 Saturday, January 8	Day 2 Sunday, January 9	Day 3 Monday, January 10	Day 4 Tuesday, January 11	Day 5 Wednesday, January 12	Day 6 Thursday, January 13	Day 7 Friday, January 14	Day 8 Saturday, January 15				
Dress Code	Casual	Casual	Casual	Casual	Casual	Casual	Casual	Business Casual				
8:30-9:00	Late Start 8:30-9:00	PAT Interest-Based Negotiations 8:30 - 10:00	NATHAN Prospecting (Cold calling, funnels, crm) 8:30 - 10:00	BCC: Andrew Chen "Creative Collaboration" 8:30 - 10:00	PAT Acting as an Agent Debrief 8:30 - 10:00	PAT Multiparty Negotiations 8:30 - 10:00	NATHAN Account & Opportunity Management 8:30 - 10:00	Team Preparation 8:30-11:00				
9:00-9:30	Dean's Welcome Speech 9:00-9:30											
9:30-10:00	Course Introduction 9:30-10:00											
10:00-10:30	30-Minute Break 10:00-10:30	30-Minute Break <i>Team 1 Refresher</i> 10:00-10:30	30-Minute Break <i>Team 3 Refresher</i> 10:00-10:30	30-Minute Break <i>Team 5 Refresher</i> 10:00-10:30	30-Minute Break <i>Team 7 Refresher</i> 10:00-10:30	30-Minute Break <i>Team 9 Refresher</i> 10:00-10:30	30-Minute Break <i>Team 11 Refresher</i> 10:00-10:30					
10:30-11:00	NATHAN Intro business development (people, importance, 7 steps, systems, hunters/farmers) & Project 10:30-12:00	PAT Interest-Based Negotiations & Debrief Plan for Triangulating Multiple Issues 10:30-12:00	NATHAN Preapproach (Call planning) 10:30 - 11:30	NATHAN Approach (Needs Discovery) 10:30-12:00	PAT Plan Repairing Relationships Repairing Relationships 10:30-12:00	PAT Multiparty Negotiations Debrief 10:30-12:00	NATHAN Sales Flavours 10:30-12:00	11:00 - 12:30 WORKING LUNCH				
11:00-11:30			Global Info Session 11:30 - 12:00									
11:30-12:00												
12:00-1:00	12:00 - 1:00 LUNCH	12:00 - 1:00 LUNCH	12:00 - 1:00 LUNCH	12:00 - 1:00 LUNCH	12:00 - 1:00 LUNCH	12:00 - 1:00 LUNCH	12:00 - 1:00 LUNCH					
1:00-1:30							R2 Execs to go to R1 1:00 - 1:30	Final Presentations 12:30-3:45				
1:30-2:00	PAT Intro Basic Foundations & Debrief 1:00-3:00	PAT Cont'd Plan for Triangulating Multiple Issues Triangulating Multiple Issues 1:00-3:00	PAT Debrief Triangulating Multiple Issues Acting as an Agent Prep 1:00-3:00	NATHAN Approach (Needs Discovery) 1:00-3:00	PAT Repairing Relationships Debrief Start Multiparty Negotiations Prep 1:00-3:00	NATHAN Overcoming Objections 1:00-3:00						
2:00-2:30												
2:30-3:00												
3:00-3:30	30-Minute Break 3:00 - 3:30	30-Minute Break <i>Team 2 Refresher</i> 3:00 - 3:30	30-Minute Break <i>Team 4 Refresher</i> 3:00 - 3:30	30-Minute Break <i>Team 6 Refresher</i> 3:00 - 3:30	30-Minute Break <i>Team 8 Refresher</i> 3:00 - 3:30	30-Minute Break <i>Team 10 Refresher</i> 3:00 - 3:30	Team Preparation 1:30 - 5:00					
3:30-4:00	Mid-PMBA Activity 3:30 - 5:00	BCC: Emotional Intelligence 3:30 - 5:00	PAT Acting as an Agent Prep Acting as an Agent 3:30 - 5:00	NATHAN Presentation 3:30 - 5:00	BCC: Salary Negotiation 3:30 - 5:00	NATHAN Closing & Follow-up 3:30 - 5:00						
4:00-4:30												Course Evaluations 3:45-4:00
4:30-5:00												