



BUSINESS DEVELOPMENT STRATEGIES

CODE: **ENST55010**

CREDIT HOURS: **40 HOURS**

PROFESSORS: **ADILSON CALDEIRA**

OBJECTIVES

General

Enable the student to perform business modeling, in order to obtain competitive advantage in business, with effective value created for customers and other stakeholders.

Specific

- Enable the student to focus on opportunities in the market where the company offers its products / services, considering its capacity for innovation, compared to competitors and other agents that threaten the achievement of expected results.
- Propose the adequacy of processes, resources and capacities, with innovation, strategic elements to effectively seize opportunities.
- Define a viable business model to be adopted or improved, as an effective way to achieve competitive advantage, integrating the offer of innovative products, services with value higher than that of competitors, with processes, resources and capabilities that are necessary for its existence, enabling the expected returns to shareholders and other stakeholders.

FOCUS AND APPROACH

The focus is on the consistency between market opportunities and processes, resources and capabilities, as the basic axis of business development, leading to competitive advantage. The advantage will only be sustainable if the company is able to create superior value to the average of the competitors, to the customers and other stakeholders.

The approach is to guide students in performing applied work, whether or not they have already been treated in previous courses, with discussions in the classroom, resulting in a concrete business model.

CONTENT



1. The environment of opportunity

- Characterization of the product / service on offer or to be offered: superior differentials
- Product innovation
- Analysis of the current and potential threats of competitors and other agents.

2. Internal conditions

- Forces and weaknesses: processes, resources and capacities
- Process innovation
- Feasibility of the business: prices, costs (operational and transaction costs), financial resources, investments, alliances, results.

3. Designing the business

- Definition of strategic positioning: competitive strategies, relationship with the market, sales and distribution channels
- Value creation for customers and other stakeholders
- Business Portfolio: Corporate Strategies
- Cooperation strategies: alliances and business networks
- The implementation of strategies: conditions and means to convert intention into action

TEACHING-LEARNING STRATEGY

The teaching-learning process comprises the basic procedures for prior reading, classroom discussions and the development of practical work.

The works are carried out by groups of students to provide interactions as a means for the mutual exchange of knowledge, experiences and interpretations to take place, in order to intensify and enrich learning and productivity.

Classes take place in person, during which concepts and their practical applications are discussed with the purpose of fostering knowledge and critical thinking about strategies used for business development. To this end, groups of students are formed to encourage the exchange of different perspectives and interpretations, taking advantage of the participants' diverse educational backgrounds and professional experiences.

Outside of class, students carry out practical assignments at times most convenient to them. These assignments must be submitted on predetermined dates through the course page on the Moodle platform.



Throughout this process, students develop a project based on a practical situation applied to an organization, including analysis, diagnosis, and the proposal of strategies aimed at seizing opportunities or solving problems that promote or enhance business development. The final product is a structured project following the format of the Final Course Project report, as outlined in the book *Methodology for Practical and Applied Works*, accompanied by complementary support materials. This project is presented by students in a plenary session during the final class.

The evaluation of student performance considers the combination of the quality of their individual contributions to discussions held during in-person sessions, intermediate assignments, and the final project. In all stages of the course, the instructor acts as a facilitator of the learning process, organizing discussions, guiding the completion of activities, and providing continuous feedback.

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