



BUSINESS DEVELOPMENT STRATEGIES

CODE: **ENST11939**

CREDIT HOURS: **48 HOURS**

PROFESSORS: **ADILSON CALDEIRA / NELSON ROBERTO FURQUIM**

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 and not in person. In face-to-face meetings, concepts and their practical applications are discussed, with the aim of promoting knowledge and critical thinking about strategies used for business development. To this end, groups of students are formed to exchange different views and interpretations in light of the diversity of training and professional experience of the participants.

In non-face-to-face classes, practical tasks are carried out by groups of students, at times that are most convenient for them. The delivery of these tasks must occur on predefined dates, through the course page on the Moodle platform.



During this process, students carry out a work with presentation of a practical situation applied to an organization, containing the analysis, diagnosis and proposition of strategies aimed at taking advantage of opportunities or solving problems that promote or enhance business development. The final product is a project structured in the format of the report of the Course Conclusion Paper, which is contained in the book "Metodologia para trabalhos práticos e aplicados" and with complementary support material. This project is presented by the students in the last class, in plenary.

The assessment of student performance takes into account the combination of the quality of their individual contributions in discussions promoted in face-to-face meetings, in intermediate tasks and in the final work. In all stages of the course, the teacher acts as a facilitator of the learning process, organizing discussions, guiding the performance of activities and presenting continuous feedback to students.

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