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| **Post Details** | | **Last Updated:** 04/10/2024 | | | |
| **Faculty/Administrative/Service Department** | Surrey Business School, University Academy for Blockchain and Metaverse Applications | | | | |
| **Job Title** | Business Development Manager | | | | |
| **Job Family** | Professional Services | | **Job Level** | 4 | |
| **Responsible to** | SBS School Manager | | | | |
| **Responsible for (Staff)** | Director of University Academy for Blockchain and Metaverse Applications | | | | |
| **Job Purpose Statement**  The Business Development Manager will be crucial in expanding the academy's reach in the blockchain and metaverse space. The ideal candidate should have a strong background in business development or demonstrate excellent potential as a member of the administration team. The role requires solid planning and writing skills, the ability to write up proposals, and an innovative, strategic mindset. You will help identify new opportunities, foster partnerships, and guide the academy’s strategic growth. | | | | | |
| **Key Responsibilities** This document is not designed to be a list of all tasks undertaken but an outline record of the main responsibilities (5 to 8 maximum) | | | | | |
| 1. Develop and implement strategic business plans for the academy’s expansion in AI and metaverse fields. 2. Write compelling proposals to secure partnerships, collaborations, and funding opportunities. 3. Establish and cultivate relationships with industry leaders, academic institutions, and government bodies. 4. Lead student recruitment initiatives and partnership building. 5. Integrate London’s commercial, government, and academic resources to further the academy’s mission. 6. Support project development, manage relationships, and provide strategic guidance.   **Key Qualifications**:   * Minimum 3 years of experience in business development, or strong potential to contribute effectively to an administration team. * Demonstrated ability to plan, strategize, and execute business initiatives. * Strong writing skills, with experience in crafting proposals and strategic documents. * Master’s degree or higher from the UK or an English-speaking country in mathematics, engineering, business analytics, or a related field. * Good thinker and practitioner with an understanding of blockchain, AI, and metaverse technologies. * Ability to manage complex projects and foster business growth.   **Nice to Have**:   * Experience in AI and online/Video gaming. * Existing network within AI or metaverse industries.   **N.B. The above list is not exhaustive.** | | | | | |
| All staff are expected to:  * Positively support equality of opportunity and equity of treatment to colleagues and students in accordance with the University of Surrey Equal Opportunities Policy. * Work to achieve the aims of our Environmental Policy and promote awareness to colleagues and students. * Follow University/departmental policies and working practices in ensuring that no breaches of information security result from their actions. * Ensure they are aware of and abide by all relevant University Regulations and Policies relevant to the role. * Undertake such other duties within the scope of the post as may be requested by your Manager. * Work supportively with colleagues, operating in a collegiate manner at all times.   **Help maintain a safe working environment by:**   * Attending training in Health and Safety requirements as necessary, both on appointment and as changes in duties and techniques demand. * Following local codes of safe working practices and the University of Surrey Health and Safety Policy. | | | | | |
| **Elements of the Role**  This section outlines some of the key elements of the role, which allow this role to be evaluated within the University’s structure. It provides an overview of what is expected from the post holder in the day-to-day operation of the role. | | | | | |
| **Planning and Organising**   * The post holder will be expected to manage their own work, planning their activity proactively and managing a range of priorities including the need to respond to external queries in a timely way through to longer term planning of business engagement and executive education activities. * They will be expected to support their direct reports in the organisation of their workloads and take a leadership role in the organisation of business engagement and executive education projects. * They will be responsible for planning and delivering a range of tasks and projects, working collaboratively with colleagues, sharing their specialist knowledge and taking the lead, to develop strategies and plans for business development and executive education across the School. * They will be expected to utilise their experience and knowledge to act with a high level of agility and flexibility in adapting plans and strategies throughout the recruitment cycle in response to a range of largely external factors. | | | | | |
| **Problem Solving and Decision Making**   * The post holder will be expected to make decisions and come up with solutions to problems utilising their own knowledge and experience. They will be expected to build on their in-depth knowledge and expertise to be able to respond to issues quickly. Providing advice and solutions to others is a significant part of this role. * They will have the opportunity to refer more complex problems to their manager, or senior colleagues with specialist knowledge, but will be expected to recommend solutions, looking beyond the obvious, and implement them on behalf of the School. | | | | | |
| **Continuous Improvement**   * The post holder will be expected to make a significant contribution to the ongoing improvement and refinement of the School’s strategy for business engagement, executive education and third stream income generation, not least of all by developing their own knowledge and network. * They will be expected to identify and implement improvements to the School level systems and processes that support business development and executive education and contribute to the improvement of practices in this area across the School. | | | | | |
| **Accountability**   * The post holder will have autonomy to manage the school level systems and processes around business development and will lead on the implementation of key aspects of the external and business engagement strategy and resulting activities. * This activity is essential to the delivery of the School’s strategy to establish a strong and effective business community to contribute to the long term growth of the School. * There is significant risk associated with this work not being delivered effectively as effective business engagement is tied to the reputation of the School, and consequently the University, its position in the highly competitive international business school market and its ability to generate a diversified income. * The success of this role impacts directly on the School’s success in a number of areas including student experience, employability and income generation. There will be measurable targets for the success of business development activity that the post holder will have responsibility for. | | | | | |
| **Dimensions of the role**   * The post holder will have responsibility for planning spend and monitoring School level budgets that support business engagement and development and delivery of executive education. * They will manage the Business Development Coordinator taking responsibility for recruitment to this post and to the development and performance of the post holder. | | | | | |
| **Supplementary Information**  The post holder will need to build strong relationships with a wide range of stakeholders, both internal and external and often in very senior positions. They will need to use their experience and insight daily and exercise judgement in their work with businesses and other stakeholders.   * This role will include some evening and weekend working as well as occasional overseas travel. | | | | | |
| **Person Specification** This section describes the sum total of knowledge, experience & competence required by the post holder that is necessary for standard acceptable performance in carrying out this role. | | | | | |
| **Qualifications and Professional Memberships** | | | | |  |
| Degree, HND, NVQ 4 qualified or equivalent in relevant subject, with some relevant experience, OR  Significant vocational experience, demonstrating development through progressively more demanding and relevant roles, | | | | | E |
| **Technical Competencies (Experience and Knowledge)** This section contains the level of competency required to carry out the role (please refer to the Competency Framework for clarification where needed and the Job Matching Guidance). | | | | **Essential/ Desirable** | **Level**  **1-3** |
| Excellent written and verbal communications skills and experience of representing an organisation and building relationships with external clients | | | | E | 3 |
| In-depth product knowledge and knowledge of the marketplace | | | | E | 2 |
| Experience of utilising Microsoft Office, Email, the Internet and CRM databases | | | | E | 2 |
| Experience of business engagement/development and or development and delivery of executive education. | | | | E | 2 |
| Experience of the Higher Education Sector and a basic awareness of the activities of the University | | | | D | n/a |
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| **Special Requirements:** | | | | | **Essential/ Desirable** |
| A Full UK driving license | | | | | D |
| Ability to travel abroad | | | | | D |
| **Core Competencies** This section contains the level of competency required to carry out this role. (Please refer to the competency framework for clarification where needed). n/a (not applicable) should be placed, where the competency is not a requirement of the grade. | | | | | **Level**  **1-3** |
| Communication  Adaptability / Flexibility  Customer/Client service and support  Planning and Organising  Continuous Improvement  Problem Solving and Decision Making Skills  Managing and Developing Performance  Creative and Analytical Thinking  Influencing, Persuasion and Negotiation Skills  Strategic Thinking & Leadership | | | | | 3  3  3  3  2  3  2  2  3  2 |
| This Job Purpose reflects the core activities of the post. As the Department/Faculty and the post holder develop, there will inevitably be some changes to the duties for which the post is responsible, and possibly to the emphasis of the post itself. The University expects that the post holder will recognise this and will adopt a flexible approach to work. This could include undertaking relevant training where necessary.  Should significant changes to the Job Purpose become necessary, the post holder will be consulted and the changes reflected in a revised Job Purpose. | | | | | |
| **Organisational/Departmental Information & Key Relationships** | | | | | |
| Background Information  Surrey Business School has a strong international reputation for its excellence in research and teaching. The School is going through a period of change and is developing a dynamic strategy for its future that includes growing executive education and strengthening business engagement. Over the last six years the School has established itself within the local and regional business economy and has a growing portfolio of international corporate stakeholders. Executive education with public sector clients is growing and there are opportunities to build on this and specialisms in travel, tourism, hospitality management, AI, data analytics and the future of work. The School as a whole is keen to build and deepen business relationships and there is excellent support for this work from the leadership team. | | | | | |
| Department Structure Chart | | | | | |
| Relationships **Internal**   * Head of School * Director of University Academy for Blockchain and Metaverse Applications * University Academy Research Fellow * Research Fellow in Metaverse and AI * University Academy Operations Manager   **External**   * Business bodies in web3, AI and gaming industries * Local authority economic development teams * SME’s start-ups, corporate businesses, public sector organisations and other potential stakeholders * Employers * Accrediting bodies, including BCS | | | | | |