

## Sales Development | SBLR 5910 Syllabus and Schedule | Winter 2021

### Course information

Course code: SBLR 5910  
Credits: 3  
Location: Zoom  
Class times: Wednesdays 6:00 – 9:00 PM  
First session: January 6, 2021  
Last session: March 10, 2021

### Instructor information

Instructor: Dr. Tiffany Richardson, Ph.D.  
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Email: trichardson@seattleu.edu  
Office: PIGT  
Office hours: Mondays 5:00 – 5:45 PM or by  
appointment

If you email me, you can expect a timely response to emails sent Monday – Friday by 5pm, Friday 5:01pm to Monday morning 9am do not expect a response. However, situations arise, just as in life, that may delay my response or emails may be lost, overlooked, or simply missed. If this is the case and you do not receive a response from your initial email, please email me again with your inquiry or comment.

### Course Materials

The Clubhouse Pro Membership \$7 p/m three months.

Readings will be posted on Canvas. Students will receive, at a minimum, one-week advance notice of additional outside readings before the class meeting those readings corresponds with discussion.

### Course Description

Sales are the lifeblood of any business. Every business transaction you have from buying cheese at the grocery store to buying your first house or investing in new products and services involves sales. After successful completion of this course, students will understand the principles of the selling process applicable to the professional sport industry so you can add value to the organization from day one. This course will assist you in identifying the key traits of a successful sales personality, the critical factors necessary for success in sales, and how small differences can lead to growth.

### Overview

In this course, you will understand how to sell with purpose, connecting fully to your customer's desires and wants, while understanding the nuts and bolts of a typical sale. This includes learning how to assess a sales opportunity; recognizing a buying cycle and creating an appropriate sales cycle; developing a sales strategy; and navigating competitive and political forces at play. Through this course, you will be able to recognize and seize new opportunities that will put you ahead of intensifying competition. You will learn how to leverage your sales skills in building up a winning team for even more sales. Finally, you will learn about the customer experience and how customer-centric marketing leads to long-term customer loyalty. This course will introduce you to important tools that you can use and utilizes a mixture of sales theory, examples, exercises, and reading and webinar resources for further study.

The objective of this course is to offer comprehensive information and lay the foundation for mastering sales skills for a person of any age to apply in any situation for a variety of motives, whether personal or professional in nature.

## Learning Objectives, Outcomes, and Assessment

Objectives	Learning Outcomes	Assessment Tool
Be able to recognize and categorize Sales Process to people, use to justify behaviors and practices in sport business.	Leadership Content Knowledge, Analysis	Class discussions, in-class assignments, and written assignments
Be able to apply an decision-making framework to various sales opportunities as presented	Growth, Synthesis Communication	Class discussions, in-class assignments, and written assignments
Develop a deeper understanding of and refine a personal and professional sense of what sales is.	Growth, Communication	Written Assignment

### Academic Resources

Academic resources can provide rather valuable to you during your time at Seattle University. As such, the various resources that are most applicable to this course are listed below.

#### *The Writing Center*

operates from the belief that effective writing often emerges from dialogic conversation, the Center offers hour-long sessions designed to help students negotiate all phases of the writing process. Consultants will help students begin writing tasks, organize and develop first drafts, and revise and edit later drafts. The Writing Center is located on the second floor of the Lemieux Library.

#### *Learning Assistance Programs*

provide peer tutoring, facilitated study groups, and learning strategy development through scheduled workshops and individual meetings with a learning specialist. To schedule an appointment, call 206-398-4450.

#### *Research Services.*

Need help finding research? Save time by starting with your Research Services Librarians. We are eager to help you at any stage of the research process. Contact us if you need help brainstorming keywords, using our databases, finding articles and books or sorting through the information you find on the Internet. Students can receive help in person, by chat, phone, or email, or by scheduling a research consultation.

### General Course and University Policies

#### *Support for Students with Disabilities (ADA Statement).*

If you have, or think you may have, a disability (including an “invisible disability” such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff located in Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.

#### *Anti-Discrimination Statement.*

Seattle University does not discriminate on the basis of race, color, religion, sex, national origin, age, disability, marital status, sexual orientation, gender identity, political ideology or status as a Vietnam-era or special disabled veteran in the administration of any of its education policies, admission policies, scholarship and loan programs, athletics, and other school-administered policies and programs, or in its employment related policies and practices. All University policies, practices, and procedures are administered in a manner consistent with Seattle University's Catholic and Jesuit identity and character. Inquiries relating to these policies may be referred to the University's Assistant Vice President for Human Resources and Equal Opportunity Officer at (206) 296-5870.

### Classroom Norms and Ground Rules.

Given the nature of this course, your personal and professional beliefs and ethics may be challenged. You may be pushed to discover the boundaries of your personal ethics. As such, during our first-class session, we will jointly create classroom norms (or “agreements”) to which we will all abide so that we have the most productive and positive learning environment. We will also revisit these norms regularly during the quarter/semester. Regular examples from previous years include that we agree to:

- Start and end on time.
- Come to class prepared.
- Participate actively in discussion.
- Show one another courtesy, including when we disagree.

### ***Tape Recording Policy.***

Students are not authorized to make recordings during class without permission from the instructor.

### ***Electronic Policy.***

The use of cell phones, pagers, tablets, notebook computers, and personal digital assistants (PDAs) is not allowed in class unless used to promote the learning process (e.g., note taking, reference, discussion). Unless used for this purpose, it is expected that electronics are put away as not to serve as a distraction for you and other classmates. Exemptions can be discussed on an individual basis.

### ***Copyright Statement.***

The materials used in this course are copyrighted. These materials include, but are not limited to, the syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted.

### **Academic Policies on Registrar’s Website**

Be sure that you understand the following university academic policies, posted on the Registrar’s website found here: <https://www.seattleu.edu/registrar/academics/performance/>.

### ***Academic Integrity Policy:***

Seattle University is committed to the values of academic honesty and integrity. Expectations and rules of academic honesty exist to protect the educational process, to maximize the learning experience for all students, and to help you practice the high level of integrity expected from academics and professionals in all fields of expertise. Academic dishonesty in any form is a serious offense against the academic community. Acts of academic dishonesty will be addressed according to the Seattle University Academic Integrity Policy.

### ***Academic Grading Grievance Policy:***

The ultimate responsibility for the integrity of the academic grading process belongs to the university as an institution. Individual faculty members routinely act as agents for the institution in evaluating the student’s academic performance and in assigning final course grades. In the event of a student’s challenge to a final course grade, the burden of proof lies with a student who claims a grievance. The faculty member has an obligation to award course grades on the basis of standards set at the beginning of the course. The following process will guide the university’s response to allegations that a faculty member acted arbitrarily and capriciously in assigning course grades. The procedure does not apply to mathematical errors in calculating the grade, academic dismissals from the university, or questions of professional judgment concerning course content, instructional methods, and appropriateness of performance standards.

## Grading Procedures and Policies

Item	Points
Sales Scenario	10
Pick one	10
Pitch	20
Group Sales Plan	80
<b>TOTAL</b>	<b>120</b>

### Grading Scale

A	100–94	Superior	B–	82–80	D+	69–67
A–	93–90		C+	79–77	D	66–63 Poor
B+	89–87		C	76–73 Adequate	D–	62–60
B	86–83	Good	C–	72–70	F	59 or less Failing

### Submitting your Assignments

All your assignments must be submitted through Canvas by 11:59 PM PST on the due date outlined on the Syllabus. No assignments will be accepted via email or hard copy. This is to keep assignments organized and in one place.

### Formatting your Assignments

Papers must be written in Times New Roman, 12-point with 1-inch margins all around. For this course, papers should be written in double spaced format. Use any headings as needed per APA format (6<sup>th</sup> Edition) as you like to make your papers clearer.

### Bibliography and Citation Requirements

All citations must follow the *APA Publication Manual* (6th edition), since it is the standard referencing system for this discipline. It may be different from other systems you have used, so follow the Manual's citation guidelines carefully. This is an opportunity to demonstrate your attention to detail.

### Assignment Deadlines and Extensions

Generally all written assignments are due on or before 11:59 PM PST on the due date listed on Canvas and course syllabus unless otherwise stated. Assignments will be submitted through Canvas. There is ONE rubric for all assignments.

I have blocked out times in my own schedule specifically for grading your work so that I can return it to you. Any late work will therefore receive a 0% grade. If you are unable to complete course requirements because of extenuating circumstances, please notify the instructor on or before the date the assignment is due and provide relevant supporting documentation (e.g. doctor's note, note from counselor).

An agreement to receive an 'Incomplete' (I) grade may be negotiated if your circumstances do not allow you to finish the course on time. The Incomplete Removal Policy of the university is available on the Office of the Registrar web site: <https://www.seattleu.edu/registrar/Policies.aspx>

### Absences

ACTION	RESULT
2 or fewer classes missed	No effect on grade
3 or more classes missed	10% lower overall grade per absence beyond 2; 22 points deducted from total grade for each absence beyond 2.

### Assignment Descriptions

See Canvas page and Instructor reserves the right to make changes at any before or during the course quarter.