

DE ANZA COLLEGE
BUS 87: INTRODUCTION TO SELLING
SPRING 2023

Unit(s): 4 || Hours: Four hours online (48 hours total per quarter). || General
Education Status: Non-GE || Program Status: Program Applicable || Credit
Status: Credit - Degree applicable || Grading Method: Letter Grade

Instructor: Oduro 'Tach' Takyi
Email: takyioduro@fhda.edu
Telephone: 510-684-8960
Office Hours: Online video conferencing through Zoom on Tuesdays at
1pm. Students access the meeting by clicking 'on Zoom' on
the 'Home' page on Canvas.

Course Description:

This course introduces the principles and practices of effective selling and includes the topics of the selling process, sales research, sales communication, and sales ethics.

Advisory: EWRT 211 and READ 211 (or LART 211), or ESL 272 and 273.

Instructor to Student Contact:

I enjoy working with students and want you to know that your success is paramount to me. An open channel of communication contributes to that success; therefore, here is my promise to you:

- The best way to contact me is via the Canvas Inbox, or you can also email me at takyioduro@fhda.edu. I will get back to you within 24 hours.
- I will send out weekly announcements in the Announcement Forum to keep you up to date on the course. Therefore, you must check the Announcement Forum weekly.
- I will grade your work within 72 hours of the due date, provide feedback to help you improve your assignments, and accept revisions when needed.
- I will foster an atmosphere of respect, trust, and collegiality.

Student Learning Outcome (SLO)

By the end of the course, you should be able to:

Identify and describe each of the steps in the seven-step selling process model (below), explain the purpose of each step, and describe the essential elements of successful execution of each step. (1) Prospecting & Qualifying, (2) Pre Approach, (3) Approach, (4) Presentation, (5) Overcoming Objections, (6) Closing the Sale, and (7) Follow-up.

Course Objectives:

By the end of the course, you should be able to:

- A.** Recognize the ubiquity of selling and assess its role in the economy and business.
- B.** Identify the characteristics of a successful salesperson and examine what can be expected from a career in sales.
- C.** Examine why developing relationships with sales prospects is the key to successful selling; and examine one or more of these related concepts: adaptive selling, consultative selling, and win-win selling.
- D.** Examine the role and importance of ethics and ethical principles in business and selling.
- E.** Identify the key elements of effective business communication.
- F.** Examine several simple and common models of buyer behavior and buyer psychology that sales professionals find useful.
- G.** Examine the Features, Advantages, and Benefits (FAB) concept and its role in sales communication.
- H.** Examine the first three steps in the seven step selling process: prospecting and qualifying, the preapproach, and the approach.
- I.** Identify the principal characteristics and components of an effective sales presentation.
- J.** Describe what sales objections are and how to effectively handle the different types.
- K.** Describe the three steps to obtaining a commitment from a customer, also known as closing the sale:
 - 1) Check whether the customer's key concerns have been addressed,
 - 2) Summarize the benefits already presented, and
 - 3) Propose a commitment that will move the sale forward.
- L.** Recognize the roles of self-management and delegation in effective selling.

Required Textbook: The Power of Selling, version 2.0 by Kimberly Richmond. Published 2019. ISBN: 978-1-4533-9526-4. Version 2.0 is available as an access code card from the publisher, Flatworld. You can buy the access code from the bookstore and then go online to access that version of the book. **Alternatively**, you may purchase the textbook by using the link below:

<https://students.flatworldknowledge.com/course/2599050>

Learning Environment:

I hope you really enjoy the affordable Flatworld ABC textbook I have chosen for our class. Here are some of its helpful features, quoted from the publisher's site:

- **Video Ride-Alongs**—Features a sales professional discussing a key concept in each chapter. The best way to learn about selling is to ride along with a seasoned professional. The Video Ride-Alongs bring the real world into the learning environment.
- **Power Selling: Lessons in Selling from Successful Salespeople**—Motivational of salespeople that reveal their challenges and triumphs including stories that highlight how they achieved their success.
- **Sales Stats**: Highlights powerful statistics about selling and translates them into mini infographics. The Sales Stats infographics are also included in the PowerPoint slides in each chapter.

Selling U— The final section of each chapter is titled *Selling U*. It translates the concepts covered in the chapter into a personal branding primer. Topics range from the description and definition of a personal brand to resumes and cover letters, networking, interviewing, negotiating, and accepting the right job offer and leveraging LinkedIn for a job search.

- **The Power of Selling LinkedIn Group**— The impact of social media is undeniable in every discipline, but especially in sales. That is why Chapter 6—*#SocialSelling: Adding Value to Your Network* is dedicated to the use of social media to connect with prospects and prospective employers. The group is comprised of thousands of sales professionals, educators and students who share articles, information, and insights.

Requirements:

- **Orientation**: Complete the orientation on Distance Learning at <https://deanza.instructure.com/courses/1106>
- **Canvas Student Guide**:
<https://deanza.instructure.com/courses/272>
- **Reading and Review**: Each week you should read the assigned chapter(s) of the textbook.

1. Quizzes:

Quiz 1: Covers chapters 1 – 3 of the textbook.
Quiz 2: Covers chapters 4 – 6 of the textbook.
Quiz 3: Covers chapters 7 – 11 of the textbook.
Quiz 4: Covers chapters 12 – 15 of the textbook

2. Assignments:

Assignments based on chapters of the textbook will be evaluated according to the Assignment Rubric indicated in the table below.

Assignment Rubric

Criteria	A Level Work Outstanding Response	B Level Work Good Response	C Level Work Marginal Response
Completeness	Questions have been fully answered. Followed all directions	Questions fully answered, brief explanations, missed some directions	Assigned questions are skipped or ignored

3. Discussions - General Guidelines & Expectations:

If you have taken an online course before, then you are likely aware that discussions are often a significant part of these courses. Although different, these discussions are meant to take the place of both the in-class discussions we might have if we were meeting in a classroom, as well as some of the exercises we would work through to generate some conversation. Contributing to and participating in discussions are requirements of the course. The discussions allow you to demonstrate your understanding of course concepts and learn from the experiences of your classmates.

Student Expectations

Try

The purpose of discussions is to explore material together. This means I am not always expecting you to have the right answer. Make a sincere effort to engage with the material. Be willing to support each other or pitch in with guidance if you see a classmate struggling. Remember: The purpose of a discussion is to test ideas, make mistakes in a low-stakes environment, and use it as a springboard to improve.

Respect

A big challenge of online communication is that many of the nonverbal signals that accompany verbal messages are gone. If someone presents a viewpoint different from yours, do not go immediately on the offensive. If a post upsets you, read it, breathe, and then come back to respond when you have had time to relax and do so with a cooler head.

Grading Criteria for discussions

For written discussions, I do not set a specific word count other than expecting your initial post to be longer than your responses to your classmates. These are the general criteria I look at when assessing a grade on a discussion:

- Completeness: Does it answer the prompt of the discussion?
- Coherent: Does the post stay on topic (for the most part)?
- Grammar: Does the post contain numerous spelling and typographical errors? This is where typing your post on a phone can get you in trouble. Remember, spellcheck is always out to get you on mobile devices.
- Punctuality: Is the post on time?

Essentially, as long as you post on time, make an attempt to answer the prompt, and do not go off on too wild a tangent, you will do fine on discussions. **Please note that failure to participate in a discussion will result in a failing grade of a D.**

Discussion Rubric

Criteria	A Level Work Outstanding Response	B Level Work Good Response	C Level Work Marginal Response
Participation in the Learning Community	Discussion postings actively stimulate and sustain further discussion by building on peers' responses	Discussion postings contribute to the class's ongoing conversations	Discussion postings sometimes contribute to ongoing conversations

Comprehension	Demonstrates a keen grasp of key concepts; provides evidence to support statements	Demonstrates a basic understanding of key concepts; refers to evidence to support statements	Some understanding of concepts demonstrated, supporting evidence statements shaky missing
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Clarity	Message is written clearly and concisely; well organized and complete	Message is clear and well organized but may include irrelevant information; answers all parts of the question	Message is not well organized; contains some irrelevant information; may have neglected to answer a part of the question
Quality of Writing & Proofreading	Written responses are free of grammatical, spelling or punctuation errors. The	Written responses include a few grammatical, spelling	Written responses contain numerous grammatical,

	style of writing facilitates communication	or punctuation errors that distract the reader	spelling or punctuation errors. The style of writing does not facilitate effective communication.
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4. Examinations

A. Midterm Examination - Covers Chapters 1 – 8 of the textbook.

B. Final Examination – Sales Presentation

5a. Grading:

Component	Points	Weight
Discussions	150	15.0%
Assignments	150	15.0%
Quizzes	100	10.0%
Mid Term Examination: 40 multiple choice questions @ 4 points each = 160 points. 8 short answers @ 5 points each = 40 points Total = 200	200	20.0%
Social Selling – LinkedIn Term Project – Selling U	200	20.0%
Final Examination – Sales Presentation	200	20.0%
Total Possible Points	1000	100%

5b. Grading Scale based on Points:

Points	Grade	Points	Grade
770-800	A+	560-599	C+
730-769	A	500-559	C
700-729	A-	460-499	D+
670-699	B+	430-459	D
630-669	B	400-429	D-
600-629	B-	0-399	F

Extra Credit: This will be determined by the circumstances.

6. Term Project - Social Selling LinkedIn Project—Selling U – Grading Criteria

Part 1	Profile	Total Points	Due Date
	1. Create/complete profile including a professional picture; the following areas in your profile should also be completed—	70	Week 5 2/13/2023

	Headline, Summary, Experience, and Education = 20 points 2. Customize your public profile URL. = 5 points 3. Add at least one project to your profile. This can be a class, internship, or volunteer project. = 5 points 4. Join 5 groups = 20 points 5. Add 5 new connections for Part 1 = 20 points		
Part 2	Social Selling	Total points	Due Date
	1.Participate in or create a discussion on “The Power of Selling” group (ask a question or engage the conversation about a topic or current event) = 30 points 2.Follow at least 5 new people, organizations or influencers = 20 points 3.Add 5 new connections for Part 2 = 10 points	60	Week 8 March 6, 2023
Part 3	Social Selling and Social Proof	Total Points	Due Date
	1.Create and share at least one blog post on LinkedIn. = 20 points 2.Join at least 3 more groups = 10 points 3.Add at least 1 new recommendation from a professional (not aclassmate) = 15 points 4.Give at least one recommendation to a professional (not aclassmate). = 15 points 5.Add 5 new connections for Part 3 = 10 points	70	Week 11 March 27, 2023
Total Points		200	

Students MUST send screenshots of the requirements to instructor on the due dates. Or they may send their LinkedIn URLs to instructor.

7. Final Exam Sales Presentation

Students will record themselves in a video making a presentation. YouTube has some good videos such as 'How to Record Yourself Presenting a Power Point Presentation' and 'How to Record a Power Point Presentation with Audio/Video.' Please see pages

377 – 379 of the textbook regarding PowerPoint Presentations. Video files have also been allowed on Canvas.

Assignments & Discussions - Winter 2023

Week 1

Assignment based on chapter 2 – **Due on April 17**

Week 2

Discussion based on chapter 3 – **Due on April 24**

Quiz 1: Covers chapters 1 -3 — **Due on April 24**

Week 3

Assignment based on chapter 4 - **Due on May 1**

Week 4

Discussion based on chapter 6 - **Due on May 8**

Quiz 2: Covers chapters 4 – 6 – **Due on May 8**

Week 5

Assignment based on chapter 7 – **Due on May 15**

Social Selling LinkedIn Term Project - Part 1 - **Due on May 15**

Week 6

Mid-Term Examination: Covers chapters 1 - 8 - due on May 22

Week 7

Discussion based on HubSpot's 2022 Consumer Report – **Due on May 30**

Assignment based on HubSpot's 2022 Consumer Report–**Due on May 30**

Week 8

Assignment for Week 8 based on Chapter 11 -- **Due on June 5**

Social Selling LinkedIn Term Project - Part 2 – **Due on June 5**

Week 9

Discussion based on chapter 12 - **Due on June 12**

Quiz 3 – Covers chapters 7 - **Due on June 12**

Week 10

Assignment based on chapter 13 - **Due on June 19**

Week 11

Quiz 4: Covers chapters 12 - 15 – **June 26**

Social Selling LinkedIn Term Project – Part 3 – **June 26**

Week 12

Final Examination: Sales Presentation – June 30

Attendance/On Time Policy:

This is an asynchronous online course, which means we will not have an official meeting time or place (actual or virtual). Instead, the success of this course depends on your keeping up with the syllabus, your level of involvement with Canvas, and the online activities Canvas.

Even though it is asynchronous, it does not mean that there is no time component. In fact, the success of many of the activities depends on your participation in a timely manner.

If for any reason, you are facing any difficulties, or encountering any issues which prevents you from submitting your assignment on time, please let me know; I cannot read your mind.

Late Assignments:

A deduction will be assessed against all assignments that are not submitted on time.

Dropping in general:

There is a deadline for drops. After the deadline neither you nor your instructor can drop you. If, for whatever reason, you choose to drop or withdraw from this course, it is your responsibility alone to initiate the drop or withdrawal by the appropriate deadline online. Since this is an online class, instructor will drop students who fail to submit two consecutive assignments. Instructor will also drop students who fail to take the Mid Term Exam.

Withdrawal:

A 'W' is assigned to drops after the first two weeks of a regular 12-week term and/or 20% of a course if a shorter-term course. A 'W' will be assigned to all drops between 20% and 75% of a term.

Academic Calendar:

<https://www.deanza.edu/calendar/>

Incompletes: An 'incomplete' grade is only appropriate for verifiable unforeseen illness/injury or other unforeseen emergency situations; not doctor's appointments you forgot you had and did not reschedule, jury duty you could have requested to do after the quarter is over, or because you forgot to drop in time. At least 75% of the class must have been completed to qualify for an 'Incomplete' status.

Academic Integrity:

I do not expect you to cheat in this class but, for all your classes, you should be aware of the college Academic Integrity Policy and its consequences for students, as outlined below:

https://www.deanza.edu/policies/academic_integrity.html)

“Cheating is the act of obtaining or attempting to obtain credit for academic work through the use of dishonest, deceptive or fraudulent means...

Plagiarism is representing the work of someone else as your own” (and the Student Handbook gives many detailed examples), and these statements:

“It is the student’s responsibility to know what constitutes academic dishonesty...When students are caught cheating or plagiarizing, a process is begun which may result in severe consequences.” The consequences can include “receiving a failing grade on the test, paper or exam...receiving a grade of F in the course...being placed on disciplinary probation...suspension.”

Mutual Respect Policy:

<https://www.deanza.edu/policies/respect.html>

Student Rights & Responsibilities:

<https://www.deanza.edu/student-development/conduct.html>

Student Grievance Procedure:

<https://www.deanza.edu/policies/grievances.html>

Cares Emergency Care Funds

<https://www.deanza.edu/resources/emergency-funds.html>

Students with Special Needs:

<http://www.deanza.edu/dsps/index.html>

Online Education Center Hours of Operation:

Monday to Thursday - 9:00 AM to 5:00 PM

Friday - 9:00 AM to 4:00 PM, when classes are in session.

Contact: <https://www.deanza.edu/online-ed/>

Telephone number: 408.864.8969

Student Success Center: Need help with this course? Want to have more personal connections this quarter? Student Success Center tutors and workshops are ready for you! Watch the [SSC Welcome Video](#) to learn more.

Tutoring: Go to <http://deanza.edu/studentsuccess> and click to join a Zoom tutoring room during open hours.

Workshops: Attend a [Skills Workshop](#), a [content-specific math/science workshop](#), an [Accounting chapter review workshop](#), or a [Listening and Speaking workshop](#).

Resources: Join the [SSC Resources Canvas site](#) to see content and learning skills links.

After-hours or weekend tutoring: See the [Online Tutoring](#) page for information about NetTutor (via Canvas) or Smarthinking (via MyPortal).