

# SYLLABUS

## Course Information:

Spring 2024

### *Introduction to Selling*

- Course Number: BUSD087
- Course Section: 64Z
- CRN: 45591
- Days and Time: This is a fully online asynchronous course, which means that we will not have an official meeting time or place.

## Course Requirements:

- **Prerequisites:** EWRT 211 and READ 211 (or LART 211), or ESL 272 and 273.
- **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.
- **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 clicking on [Required Textbook](#)
- Search for your specific class at <http://ecms.deanza.edu/deptoutlinespublic.html>
- Complete the orientation on Distance Learning at **Orientation**
- Click here for **Canvas Student Guide**
- Reading and Review: Each week you should read the assigned chapter(s) of the textbook.

## 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, 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

## Expansion of Student Learning Outcomes

The **seven-step selling process** refers to the sequence of steps salespeople follow each time they make a sale. The process gives you the power to successfully sell almost anything.

1. The first step of the selling process, **prospecting** and **qualifying**, involves searching for potential customers and deciding whether they have the ability and desire to make a purchase. The people and organizations that meet these criteria are **qualified prospects**.
2. Before making a sales call, it is important to “do your homework” by researching your customer and planning what you are going to say; this is the **preapproach**.
3. The **approach** is your chance to make a first impression by introducing yourself, explaining the purpose of your call or visit, and establishing a rapport with your prospect.
4. Your research and preparation pays off during the **presentation**, when you propose your sales solution to your prospect.
5. Your prospect will naturally have **objections**, which you should look at as opportunities to better understand and respond to his or her needs.
6. Once you overcome objections, you **close** the sale by agreeing on the terms and finalizing the transaction.
7. The sales process doesn't end with the close; **follow-up** (i.e., ensuring customer satisfaction and working out the logistics of delivery, installation, and timelines) is essential to retaining existing customers and finding new ones.”

**Source – Lumen Learning**

## **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.

## Instructor Information:

Instructor: Oduro 'Tach' Takyi  
Email: [takyioduro@fhda.edu](mailto:takyioduro@fhda.edu)  
Office Hours: Online video conferencing through Zoom on Tuesdays at 1pm, PDT. Students access the meeting by clicking 'on Zoom' on the 'Home' page on Canvas.

## Instructor to Student Contact:

I enjoy working with students and want you to know that your success is paramount to me. The best way to contact me is via the Canvas Inbox, or you can also email me at [takyioduro@fhda.edu](mailto: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.

**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.

### 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.

Therefore, 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:**

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, by commenting on a fellow student’s post, will result in a failing grade of a D.**

**Discussion Rubric:**

<b>Criteria</b>	<b>A Level Work Outstanding Response</b>	<b>B Level Work Good Response</b>	<b>C Level Work Marginal Response</b>
<b>Participation in the Learning Community</b>	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
<b>Comprehension</b>	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 for statements shaky or missing
<b>Clarity</b>	Message is written clearly and concisely; well organized and complete	Message is clear and well organized but may include irrelevant	Message is not well organized; contains some irrelevant information; may have

		information; answers all parts of the question	neglected to answer a part of the question
<b>Quality of Writing &amp; Proofreading</b>	Written responses are free of grammatical, spelling or punctuation errors. The style of writing facilitates communication	Written responses include a few grammatical, spelling or punctuation errors that distract the reader	Written responses contain numerous grammatical, spelling or punctuation errors. The style of writing does not facilitate effective communication

#### 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	200	20.0%
Mid Term Examination: 50 multiple choice questions @ 4 points each = 200 points.	100	10.0%
The 7-Step Selling Process Project	200	20.0%
Final Examination – Sales Presentation	200	20.0%
<b>Total Possible Points</b>	<b>1000</b>	<b>100%</b>

#### 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.

## **Final Exam Sales Presentation**

Students will record themselves in a video making a presentation on a selected subject. 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/Quizzes/Exams Schedule**

#### **Week 1**

Notification That I Have Checked Into The Class – **Due Apr 11**

Assignment based on chapter 2 – **Due Apr 15**

#### **Week 2**

Discussion based on chapter 3 – **Due Apr 22**

Quiz 1: Covers chapters 1 -3 — **Due Apr 22**

#### **Week 3**

Assignment based on chapter 4 - **Due Apr 29**

#### **Week 4**

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

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

#### **Week 5**

Assignment based on chapter 7 – **Due May 13**

#### **Week 6**

Assignment – **Step 1** of the Selling Process: **Prospecting & Qualifying** – **Due 5/20**

**Mid-Term Examination: Covers chapters 1 - 8 - Due May 20**

#### **Week 7**

Assignment – **Step 2** of the Selling Process: **Preapproach** – **Due May 27**

Assignment – **Step 3** of the Selling Process: **Approach** – **Due May 27**

#### **Week 8**

Assignment for Week 8 based on chapter 11 - **Due Jun 3**

Assignment – **Step 4** of the Selling Process: **Presentation** – **Due Jun 3**

#### **Page 9**

#### **Week 9**

Assignment – **Step 5** of the Selling Process: **Handling Objections** – **Due Jun 10**

Quiz 3 – Covers chapters 7 - 11 - **Due Jun 10**

## **Week 10**

Assignment based on chapter 13 - **Due Jun 17**

Assignment – **Step 6** of the Selling Process: **Close** – **Due Jun 17**

## **Week 11**

Assignment – **Step 7** of the Selling Process: **Follow Up** – **Due Jun 24**

Quiz 4: Covers chapters 12 - 15 – **Due Jun 24**

## **Week 12**

**Final Examination: Sales Presentation** – **Due Jun 28**

### **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.

During the first week of the quarter, by 11:59pm on Thursday, April 11, 2024, you must check into the class by sending instructor the following notification in Canvas: **“This is notification to instructor that I have checked into the class.”**

### **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.

## **Page 10**

### **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.

**Click here for the [Academic 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**

Instructor does 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 here: [Academic Integrity:](#)

“**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.”

### **The following would be considered violations of academic integrity:**

- 1) If a student has another person/entity do the writing of any substantive portion of an assignment for them, which includes hiring a person or a company to write essays and drafts and/or other assignments, research-based or otherwise, and using artificial intelligence affordances like ChatGPT;
- 2) If a student submits the same work for more than one class without consulting with the instructors.

### **Page 11**

Content generated by an Artificial Intelligence third-party service or site (AI-generated content) without proper attribution or authorization is a form of plagiarism. If you are unsure about whether something may be plagiarism or

another form of academic dishonesty, please reach out to me to discuss it as soon as possible. If found responsible for academic dishonesty, a grade penalty can also be applied.

**Click here for** [How to Cite AI Tools: A Guide for Students - Faculty Club \(coursehero.com\)](#)

**Click here for** [Mutual Respect \(deanza.edu\)](#)

**Click here for** [Student Rights & Responsibilities](#)

**Click here for** [Student Grievance Procedure](#)

**Click here for** [Cares Emergency Care Funds](#)

**Click here for** [Students with Special Needs](#)

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

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

Contact: [Online Education Center Hours of Operation:](#)

**Telephone number: 408.864.896**

**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

Go to [De Anza College Tutoring](#) and click to join a Zoom tutoring room during open hours.

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

**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.

