

DE ANZA COLLEGE
BUS 87: INTRODUCTION TO SELLING
SUMMER 2020

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
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Telephone: 510-684-8960
Office Hours: Online: Fridays, 12 pm – 3 pm

Instructor to Student Contact: In this era of Shelter in Place as a result of COVID-19, it can be lonely learning online, but I don't want you to feel like you are in this alone. I am here to help. 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; so here is my promise to you:

- The best way to get in touch with 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.
- 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.

Course Description: This course is designed to assist students to apply business and behavioral sciences in a selling environment, as well as build successful relationships in a culturally diverse world.

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

Student Learning Outcomes:

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

- Communicate to others not just the details, but the benefits of an idea, product or service.
- Negotiate in a way that allows resolution of disagreements based on mutual interests, not win-lose positions.
- Explain how business to business sales transactions are constructed and executed.

Course Objectives:

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

- Formulate a personal selling philosophy that communicates the benefits of an idea, product or service, and a value proposition for the customer or client
- Create a customer relationship strategy that is centered around creating a win-win-win situation for all
- Analyze buyer behavior that employs negotiation that allows resolution of disagreements based on mutual interests, not win-lose positions
- Formulate a prospecting strategy that targets business to business sales transactions
- Formulate customer presentation strategies based on mutual interests
- Plan time and self-management programs that enable the construction and execution of business to business sales transactions
- Contrast different customer communication styles
- Describe the process of sales force management
- Formulate a value proposition

Required Textbook:

The Power of Selling, version 2.0 by Kimberly Richmond; published in 2019. ISBN: 978-1-4533-9526-4. Version 2.0 is only 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.

Learning Environment:

- **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’s 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://sway.com/p6KDTuWl0k3kztfq>
- **Canvas Student Guide:** <https://deanza.instructure.com/courses/272>
- **Reading and Review:** Each week you should read the assigned chapter(s) of the textbook.
- **Assignments**

Assignments are based on questions from the textbook. These assignments will be evaluated according to the Assignment Rubric indicated in the table below. There are no make-ups if you miss an assignment deadline.

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

- **Discussions**

Discussions are based on chapters from the textbook. Contributing to and participating in the discussions are requirements of the course. These discussion forums allow you to demonstrate your understanding of course concepts and learn from the experiences of your classmates.

Discussions - General Guidelines & Expectations

If you've taken an online course before, then you're 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.

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 spring board 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 than yours, do not go immediately on the offensive. If a post upsets you, read it, breathe, and then come back to respond when you've had time to relax and do so with a cooler head.

Grading Criteria: 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 don't go off on too wild a tangent, you'll do fine on discussions.

Due to the compressed 6-week summer schedule, there will be no Mid-Term Exam or Final Exam.

Assignments and Due Dates

Week 1 = 6/29 – 7/6

Assignment based on Chapters 1 & 2
Discussion based on Chapter 3
Due Date: Monday, July 6, 2020

Week 2 = 7/6 – 7/13

Assignment based on Chapter 4
Quiz 1: Covers Chapters 1 – 3 of the textbook
Due Date: Monday, July 13, 2020

Week 3 = 7/13 – 7/20

Discussion based on Chapter 6
Quiz 2: Covers Chapters 4 – 6 of the textbook
Due Date: Monday, July 20, 2020

Week 4 = 7/20 – 7/27

Discussion based on Chapter 9
Assignment based on Chapter 11
Due Date: July 27, 2020

Week 5 = 7/27 – 8/3

Discussion based on Chapter 12
Assignment based on Chapter 13
Quiz 3: Covers Chapters 7 - 11 of the textbook
Due Date: August 3, 2020

Week 6 = 8/3 – 8/10

Quiz 4: Covers Chapters 12 - 15 of the textbook
Term Project: Social Media
Due Date: August 10, 2020

Grading:

Component	Points	Weight
Assignments	300	30%
Discussions	300	30%
Quizzes	200	20%
Social Media Project	200	20%
Total Possible Points	1000	100%

Grading Scale based on Points:

Points	Grade	Points	Grade
970-1000	A+	760-799	C+
930-969	A	700-759	C
900-929	A-	660-699	D+
860-899	B+	630-659	D
830-859	B	600-629	D-
800-829	B-	0-599	F

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 5-point deduction will be assessed against all assignments that are not submitted on time.

Dropping: 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 withdraw by the appropriate deadline, either online or in person. Since this is an online class, instructor will drop students who fail to submit two consecutive assignments.

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 don't 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>

Note to Students with Disabilities

If you have a disability-related need for reasonable academic accommodations or services in this course, provide instructor with a Test Accommodation Verification Form (also known as a TAV form) from Disability Support Services (DSS) or the Educational Diagnostic Center (EDC). Students are expected to give five days' notice of the need for accommodations. Students with disabilities can obtain a TAV form from their DSS counselor (864-8753—DSS main number) or EDC advisor (864-8839—EDC main number).

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

Technical Support:

For Canvas Questions, call Canvas Technical Support 24/7 1.844.592.2207

For De Anza-Specific Questions (Enrollment, activation, etc.) email:

Online Tutoring

De Anza College provides all registered students with online tutoring service through NetTutor. Online tutoring is available in a wide variety of subjects, 24/7, to supplement on-campus tutoring that Student Success Center provides. This service is available to all students who have courses in Canvas and takes the place of SmartThinking. There is new link in your course Navigation: NetTutor. With NetTutor, students can sign up for synchronous sessions, as well as get asynchronous help with questions and papers.

