

Course Syllabus

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Fermanian School of Business

MKT 3034

Professional Selling and Sales Management

3 Unit

Spring 2020

Meeting days: Wednesday Evening

Meeting times: 6:00 pm -8:45pm

Meeting location: Room 204A - Liberty Station

Instructor: Patrick S. Millsap

Phone: (858) 922-2508

E-mail: pmillsap@pointloma.edu

Office location and hours: By Appointment

Final Exam: 6-8:45 p.m. - TBD

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

A FEW WORDS ABOUT YOUR INSTRUCTOR:

I am thankful to be a teacher. Teaching is my fourth career and has been the most fulfilling. My parents were very entrepreneurial. We had several businesses, in which I worked as a child through the age of 21. These included our flower shop, record store (largest in San Diego in the 1960's), boxing and wrestling exhibitions (I was licensed as a "Ring Announcer," with the California State Athletic Commission, private security service (I was a security guard at most of the Drive-In's in San Diego) and a record distribution service to stores in San Diego. At the age of 21, I decided I wanted a "real job," so I became employed at National Steel and Shipbuilding Company (NASSCO). I started working there to purchase my wife's wedding ring in 1974 and wound-up working there for thirteen years, as a crane operator. In 1987, I was injured and had to leave this line of employment. We had a house and three children and had no idea what to do. I was attending San Diego State University, so I completed my degree and became employed part-time at KPRZ radio, as an on-air radio personality.

Through the radio venue, I met and became employed as an Executive Producer of a nation-wide radio program. Through this opportunity brought me into sales. It was a natural fit for me, and I became the Director of Sales. In 1999, I was asked to become the Vice-President of Sales and Marketing for a newly formed public company; I worked for this company until 2005. In 2005, I was asked to become the Director of Sales for the United States and Canada for a Multi-national corporation. In 2005, I was also asked to teach a class in Entrepreneurship at the UCSD – Extension. In 2006, I transitioned to a consultant's role to have more control of my time. In 2007, I was asked to teach a single class at the University of California, Riverside; and in 2008 I was asked to become the Entrepreneur module coordinator, for the MBA program, at Mount Saint Mary's College (now University). Currently, I am an adjunct professor at the University of California –Extension, for both San Diego and Riverside. I also am still teaching at MSMU in the MBA program. I started teaching at PLNU this semester in 2015, in the Fermanian School of Business. I currently hold an M.A. in Global Leadership from Fuller Theological Seminary, and I am matriculating in my Ph.D. program in Organizational Leadership at Regent University.

I am thankful to be a part of the PLNU family. It seems it has taken me a long time to get here. As a part of my previous experience, I had the privilege of traveling 2.5 million miles all over the world, conducting business and training. Also, at the University of California, I mainly teach cross-culturally to international students. Recently, I was asked to teach as a visiting professor in Santiago, Chile, on the subject of Social Entrepreneurship. I desire to bring something of these experiences into the classroom.

COURSE DESCRIPTION

Overview of the role of a salesperson and the sales function. Development and execution of sales presentation with attention to prospecting, sales call planning, the approach, the presentation, negotiation, closing, and after-sale follow-up and service. Selected sales management topics include recruiting, training, motivating, and evaluating salespeople, as well as ethical issues and perspectives.

This class addresses two distinct but related disciplines: Personal Selling and Sales Management.

Personal Selling

The first discipline will focus on personal selling. A conceptual background will be given, but the emphasis will be on the development of sales skills. Personal selling can be defined as "... the personal communication of information to persuade a prospective customer to buy something – a good, service, idea, etc. – that satisfies that individual's needs." It involves people helping people to examine needs and find solutions. It involves extensive communications, especially listening. It also requires discipline, training, ego strength, persistence, and a competitive, energetic nature.

Why study personal selling? First, because everyone is a salesperson, no matter what else they do. Many students from past years have commented that it has been useful going through this class in order to assist them with their interviewing process, even for jobs that weren't specifically sales-oriented:

“Nothing happens until someone sells something to someone...”

Secondly, there are more job openings for college graduates in sales than in any other field of marketing or management. Finally, selling offers a wide variety of jobs, extensive personal freedom, immediate feedback for success (or failure), and the personal satisfaction of helping people; along with excellent income and great advancement opportunities.

Sales Management (Second part of the course after the mid-term exam)

After selling for three to six years, if you are successful, you will have the opportunity to move from direct sales to managing other salespeople. The requirements for success at this level are very different from the factors that make an individual salesperson successful. Unfortunately, most sales managers rise through the “sales ranks” without any formal training on managing a sales force. Understand that sales management is more leadership than management. This is due to the emergent nature of sales.

This second module will focus on introducing you to the concepts, ideas, and challenges that are unique to managing salespeople and the sales organization. Not surprisingly as you move from sales to sales management, the learning required moves from a tactical focus on skills to a more strategic focus on both skills, knowledge, and talent development.

How does a sales force fit within the organizations business and marketing strategy? How should we organize the sales force, which organizational format would be appropriate? How does one recruit, select, hire, train, motivate, coordinate, and evaluate individual salespeople. How does the Sales Manager evaluate the organization to determine success or failure?

The Sales Management function involves a deeper understanding of theoretical concepts than straight selling does – as a result, there will be a final on this material. The course will use role-play to assist in creating a deeper understanding of how to manage a sales force, which will also stimulate discussion in the class. As with the first module, Personal Sales, a final will performed as a videotaped role-play scenario.

COURSE LEARNING OUTCOMES

Upon successful completion of the course, you are going to be able to:

1. Demonstrate an understanding of definitions, terms, basic principles, generalizations, and theories in sales and sales management (measured through quizzes and Mid-term exam). PLO 1
2. Evaluate the different types of customers and their needs in specific contexts such as B2B, B2C, and personal/direct selling (measured through class activities). PLO 2, 3, 4
3. Demonstrate skills and techniques in developing value propositions and present such (measured through short assignments and class activities). PLO 3, 4, 5, 6
4. Demonstrate skills and tactics in developing and delivering a successful sales pitch, including how to overcome objections and closing a deal (measured through Role Play 1). PLO 5, 6, 7
5. Demonstrate an understanding of the critical role of sales management in the successful implementation of an organization's strategy (measured through quizzes and final exam). PLO 2, 3, 4
6. Demonstrate skills in coaching salespeople and identify techniques for their selection, motivation, and performance evaluation (measured through Role Play 2). PLO 4, 5
7. Incorporate Christian ethical and social responsibility principles in the engagement with customers and sales employees (measured through all assignments). PLO 3, 8, 9, 10
8. Demonstrate professional communication skills (measured through Role Plays and all written work and presentations). PLO 6, 7

COURSE CREDIT HOUR INFORMATION.

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 16 weeks. Specific details about how the class meets the credit hour requirement may be provided upon request.

REQUIRED TEXT AND RECOMMENDED STUDY RESOURCES

Text

SELL 5, 5th Edition, Thomas N. Ingram, Raymond W. (Buddy) LaForge, Ramon A. Avila, Charles H. Schwepker, Michael R. Williams, 2017

Student Edition ISBN: 978-1-305-66208-7

Student Edition with Online ISBN: 978-1-305-66209-4

Sales Management: Analysis and Decision Making, 9th Ed., Ingram, Thomas N., LaForge, Raymond W., Avila, Raymon A., Schwepker, Charles H., Williams, Michael R., Routledge, 2015

ISBN-10: 0765644517 ISBN-13: 978-0765644510

Case Studies

Mini- Cases in Text

Additional resources

<http://www.inc.com/sales>

<http://www.entrepreneur.com/topic/sales>

<http://www.salesandmarketing.com/>

<http://blog.hubspot.com/sales>

STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map using the below link to view which states allow online (distance education) outside of California.

COURSE SCHEDULE AND ASSIGNMENTS

Chapter Quizzes 50%:

The textbook is well written and contains a lot of basic information about business and marketing. I expect you to study the assigned readings out of the textbook. You will get far more out of our discussions and exercises in class, as well as do better on the exams if you read.

Moreover, I will not lecture on all key points in the text –there is not enough time- and doing so would bore most of you! Throughout the semester, there will be 17 weekly True/False online quizzes. Each quiz will cover material from specific chapters of the book covered during the week of the quiz. The pedagogical purpose of these quizzes is to ensure that you have read and understood the textbook chapters. Chapter quizzes must be completed online before meeting in class; each week, the reading will be the focus of the quiz. You will have no time limit on the quiz, and it will be open book. There will be one attempt allowed, upon completion of a question you will not be allowed to return to the previous question. Remember, a true and false question to be answered correctly, must take into account the context.

2 Sales Role-Plays 20%:(5% for Mid-Term and 15% for Final)

You will be doing a substantial amount of role-playing in this course, both in and outside of class. Guidelines for preparing and practicing the various skills of a successful sales call are provided to you in your reading assignments and ancillary materials. In addition to many shorter exercises and assignments, you will be completing two videotaped role-plays, one as the seller (or as the buyer) and one as a sales manager. Your overall grade for this activity will be a function of your performance as a salesperson, as well as a sales manager, for each and all of you. More information on the role-plays and sales portfolio will be handed out in class.

Midterm Exam 5%:

Your midterm is a presentation that will be completed in class. The presentation will consist of what you have learned in the course through the first section and your use of the SPIN or AIDA method of selling.

1) Professional Selling/Role Play: You will be conducting a role-play as a salesperson and as a buyer. Who will play each role will be decided by random drawing, but each and all of you will play both roles. You will be given a scenario for each role so you can prepare in advance for a sales pitch. The sales pitches will be completed in class. We will discuss the strengths and weaknesses of each presentation, based on what you have learned. Details of the process will be given in class.

Final Exam 15%:

Your final will consist of a video that will be explained in class. It will consist of your understanding of our second text, Sales Management, and apply to your actual handling of a situation.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site.

2) Sales Management/Coaching Role Play: You will also be conducting a role-play as the sales manager of a salesperson. You will prepare a critique of a salesperson's videotaped role-play, and then conduct a videotaped role-play of a coaching session with that salesperson. This will give you experience at both receiving and giving sales coaching. The videotaped coaching sessions will be reviewed and graded, together with your submitted critique of a salesperson's videotaped role-play. Following the reviews and grading, we will all view a selected three (3) coaching sessions in class and discuss the main learning points from the role-play. Details of the process will be given in class.

2 Short Assignments 10%:

1) Interview a salesperson- to understand better what it takes to be successful in professional selling. Salespeople from organizations that recruit on campus can be a good source of interview candidates.

The objective of this short assignment is to build awareness that sales require high knowledge and skill levels and that salespeople must be well-prepared when calling on customers. You will write a summary report of your interview and be prepared to discuss their key conclusions in class.

2) Compare Two-Sales Articles - Linking Buying Motives to Benefits and Reinforcing Benefits- Select a real product to be sold to a real prospect. Identify at least two key buying motives for the prospect, and complete a planning template to link benefits to the buying motives, support claims made for each benefit and specific, appropriate methods for reinforcing verbal content. Compare the two articles in each of the areas noted.

3) Relationship Selling Paper – You will look for articles on relationship selling and comment on the importance of relationship selling

4) Who Moved My Cheese – You will watch the short animation of “Who Moved My Cheese,” a short text on the need for persuasion of the self. The idea is one of perception and how to discover different perceptions. Also, how to not get trapped in a particular perception that may be destructive. You will write a short paper on your thoughts of what you have learned in the course in respects to what the short video is alluding to.

Attendance and participation 20%:

To sell, you must participate, interact, and captivate your prospective client. I will consider your participation, as well as how you interact with your classmates' in-class activities (video exercises, and brief class discussions as a proxy for such skills. To do well, come to class prepared (having done your reading) and ready to interact with your peers and with your instructor.

I will be taking attendance; however, if you must miss a class for a university-approved reason, it is your responsibility to inform me before class.

ATTENDANCE POLICY

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member has the option of filing a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of W or WF consistent with university policy in the grading section of the catalog. See [Academic Policies](#) in the (undergrad/graduate as appropriate) academic catalog.

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in CANVAS.

Class Norms

Every group quickly develops a class culture, as norms of behavior, which informs members on how to behave and know what is expected of them. I hope that together, we will develop a class culture that honors God, is characterized by mutual respect and support, openness, curiosity, fun, and a commitment to excellence.

My commitments to you:

I will come to class on time, organized, prepared, and eager to discuss the day's topics with you. I will always seek to encourage learning by bringing fun, enthusiasm, and good pedagogy to the classroom. I will treat you with courtesy and respect (which included an assumption that you will do your best work for me) and will be responsive to requests for help. I will be available to students outside of the classroom via office hours, email, phone, etc. I will welcome opportunities to get to know you better. I will seek to be transparent about my faith journey with you. I will pray for you. I will give you my best effort.

My expectations of you:

I expect you to demonstrate professionalism in your dealings with your peers this class, and me. Another way of saying this is that I trust you to do the work of this course “as is for the Lord.” Accordingly, I expect that you will show up on time for class, be prepared

to participate actively, contribute to the day's discussion, treat your peers with courtesy and respect and be willing to work hard to get the most out of each class meeting. When you walk into class late or leave early, you will always interrupt the discussion, which no one appreciates. Please schedule commitments, such as doctor's appointments, at other times.

ASSESSMENT AND GRADING

ASSIGNMENTS	PERCENTAGE	GRADE SCALE
Weekly online chapter quizzes	50%	A=93-100
Midterm Exam	05%	A-=92-90
Final Exam	15%	B+=87-89
Short Assignments (2)	10%	B=83-86
Attendance/Participation	20%	B-=80-82
		C+=77-79
		C=73-76
TOTAL	100%	C-=70-72
		D+=67-69
		D=63-66
		D-=60-62
		F=0-59

WEEKLY SCHEDULE

SESSION/ DAY/DATE	BEFORE CLASS	IN-CLASS ACTIVITIES	LEARNING OBJECTIVES	ASSIGNMENT DUE DATE
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WEEK 1 – January 15

WEEK 1	Get your textbooks The first book needed for the course is Sell5 Read Chapters 1 & 2 in preparation for your first quiz next week.	· Greeting & Introductions and discussion of course content, assignments, grading, etc.	Understand that the focus of the course is on trust-based relationship selling, a type of selling that is markedly different from the stereotypes permeated by the media, and door-to-door selling.	
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WEEK 2 – January 22

- From your **SELL5** textbook
- Week 2
- Read chapters 3 & 4
 - Take **Quiz 1**-chapter 1 & 2

DISCUSSION & RELATED

ACTIVITIES to the *class textbook*:
“SELL5.”

Define personal selling

Chapter 1. Overview of Personal Selling

Instructions for Short Assignment 1 – Sales Article Assignment

Discuss trust-based relationship selling, sales professionalism, and contribution of personal selling to society, businesses, and customers.

Chapter Quiz 1 (ch 1 & 2)

Paper on Sales Articles

DISCUSSION & RELATED

ACTIVITIES to the *class textbook*
“SELL.”

Understand the sales process

Describe sales careers.

Chapter 2. Building Trust and Sales Ethics

Begin “SPIN” & “AIDA”

Discuss the importance of trust and sales ethics.

prep in class

WEEK 3- January 29

<p>From your SELL5 textbook</p> <p>- Take Chapter Quiz 2 (chapters 3 & 4)</p>	<p><u>DISCUSSION & RELATED ACTIVITIES</u> to the <i>class textbook</i> "SELL5."</p> <p>Chapter 3. Understanding Buyers</p>	<p>Discuss types of buyers, characteristics of business markets and different needs</p> <p>Explain the steps in the business-to-business buying process and buyer communication styles.</p>	<p>Chapter Quiz 2 (ch 3 & 4)</p> <p>Go to Inc.com's website and be ready to discuss in class next week.</p>
<p>WEEK 3</p> <p>Read: Chapters 5 & 6 in your text</p> <p>Study two sales methods: SPIN & AIDA, to be able to choose the method you will follow for the mid-term. You will find the information in Module 3</p>	<p><u>DISCUSSION & RELATED ACTIVITIES</u> to the <i>class textbook</i> "SELL5."</p> <p>Chapter 4. Communication Skills</p>	<p>Explain the importance of collaborative, two-way communication in trust-based selling, SPIN, and ADAPT systems.</p> <p>Describe and interpret the</p>	<p>Inc.com website</p> <p>https://www.inc.com/sales</p>

different forms
of nonverbal
communication

.

WEEK 4 –February 5

WEEK 4

- From your SELL textbook
- Read chapter 5
- Take Chapter Quiz 5 (chapter 5)

- Read chapter 6
- Take Chapter Quiz 6 (chapter 6)

DISCUSSION &
RELATED
ACTIVITIES to
class textbook
“**SELL5.**”

Discuss the importance of challenges of prospecting for salespeople.

Chapter 5. Strategic
Prospecting &
Preparing for Sales
Dialogue

Explain strategic prospecting and each stage in the strategic prospecting process.

Discussion of
Inc.com website

-

DISCUSSION &
RELATED
ACTIVITIES to the
class textbook
“**SELL5.**”

Understand alternative ways of communicating with prospects and customers, through canned sales presentations, written sales proposals, and organized sales dialogues and presentations.

Chapter 6. Planning
Sales Dialogues &
Presentations

Chapter Quiz 3 (ch 5 & 6)

Instructions for Short
Assignment 2 –
Group Presentations:
Linking Buying
Motives to Benefits

and Reinforcing
Benefits- due week 5

WEEK 5 – February 12

From your SELL textbook	<u>DISCUSSION & RELATED ACTIVITIES</u> to the <i>class textbook</i> " SELL5. "	Describe the key characteristics of effective sales dialogue.		
- Read chapter 9 & 10	Chapter 7. Sales Dialogue: Creating & Communicating Value	Explain how salespeople can generate feedback from buyers and create customer value.		
WEEK 5	Take Quiz 4 (chapter 7 & 8) - Prepare for you mid-term with your group using SPIN or AIDA	<u>DISCUSSION & RELATED ACTIVITIES</u> to the <i>class textbook</i> " SELL5. "	Explain why it is important to anticipate and overcome buyer concerns and resistance.	Chapter Quiz 4 (ch 7 & 8) Look at the website from "Entrepreneur" for discussion next week. https://www.entrepreneur.com/topic/sales
	Chapter 8. Addressing Concerns & Earning Commitment	Describe the five major types of sales resistance and the recommended approaches for responding to buyer objections.		

WEEK 6 February 19

WEEK 6

- From your SELL textbook

Take Quiz 5 (chapter 9 & 10)

Go to:

<http://www.salesandmarketing.com/>

and be ready to discuss in class next week.

DISCUSSION & RELATED ACTIVITIES to the *class textbook* “**SELL5.**”

Chapter 9. Expanding Customer Relationships

Discussion in the class of Entrepreneur website

-
DISCUSSION & RELATED ACTIVITIES to the *class textbook* “**SELL**”

Chapter 10. Adding Value: Self-leadership & Teamwork

Discussion Short Assignment 1:

Discuss how to take action to ensure customer satisfaction, maintain open, two-way communication, and expand collaborative involvement.

Explain the five sequential stages of self-leadership.

Identify the four levels of sales goals & explain their interrelationships

Interpret the usefulness of different types of selling technology & automation.

Chapter Quiz 5 (ch 9 & 10)

Short Assignment 1: Interview a salesperson DUE October 16th

Interview a
salesperson

WEEK 7 – February 26

WEEK 7 **Fill out the mid-term Evaluation form and submit.**

MIDTERM EXAM Discuss in
ON MODULE 1: groups:
PROFESSIONAL
SELLING [http://www.sale
sandmarketing.
com/](http://www.sale
sandmarketing.
com/)

WEEK 8 March 4 (start of Sales Management Section of the Course)

Read Chapter 1 & 2 in your Sales Management Text

WEEK 8 Go to:
<https://blog.hubspot.com/sales>
and be prepared to discuss in groups next week.

Roleplay 1:
videotaping day 2
(sales)
(Complete)

Week 9 March 11 - Spring Break - no class

Enjoy your Spring Break!

Week 10 March 18 _

WEEK 10

From your SALES MANAGEMENT textbook

- Read chapters 3 & 4
- Take Chapter 6 Quiz (chapters 1 & 2)

DISCUSSION &
RELATED
ACTIVITIES to the
class textbook
**“SALES
MANAGEMENT.”**

Chapter 1: Sales
Organization
Structure &

Chapter 2:
Salesforce
Deployment

Discuss HubSpot in
groups

Chapters 1 & 2:

Discussion of 4 –
Sales

Organizational
Structures

Salesforce
Deployment

Chapter Quiz 7 Chapter

Text: Sales
Management text

Discuss Hub Spot

WEEK 11 March 25

WEEK 11

From your SALES MANAGEMENT textbook

- Read chapters 5 & 6
- Take Chapter Quiz 7 (Chapters 3 & 4)

DISCUSSION &
RELATED
ACTIVITIES to the
class textbook
**“SALES
MANAGEMENT”**

Acquiring
Sales Talent

Recruitment &

Chapter 3 & 4

Selection

WEEK 12 April 1

		<u>DISCUSSION & RELATED ACTIVITIES</u> to the <i>class textbook</i> “SALES MANAGEMENT”	Continual Development of the Salesforce	
	From your SALES MANAGEMENT textbook	<u>Chapter 5 & 6.</u>	Continual Development of the Salesforce: Sales Training	
	- Read chapters 7 & 8			
WEEK 12	Take Quiz 8 Chapters 5 & 6			Sales Training Chapter Quiz 8
	Watch the Sales Management Video discussed in Module 11 Comments			(Ch 5 & 6)
		-		
		<u>DISCUSSION & RELATED ACTIVITIES</u> to the <i>class textbook</i> “SALES MANAGEMENT”	Sales Leadership, Management & Supervision	Sales Management

Week 13 - April 8 - Easter Break

WEEK 14 April 15

WEEK 14	From your SALES MANAGEMENT textbook	<u>DISCUSSION & RELATED ACTIVITIES</u> to <i>class textbook</i> “SALES MANAGEMENT”	Discussion:	Chapter Quiz 9 (Ch 7 & 8)
	- Read chapter 9 & 10	Chapter 7. Sales Leadership, Management, & Supervision	Sales Management Video in Groups	
	Take Quiz 9 – Chapters 7 & 8			
	Watch Sales Video and be ready to discuss in groups on December 4 th :			
	https://video.search.yahoo.com/yhs/search?fr=yhs-itm-001&hsimp=yhs-001&hspart=itm&p=Sales+Management+Video#id=2&vid=028728f0b662ba93ae01fd017d9790cf&action=click	Chapter 8. Motivation & Reward System Management	Motivation & Reward Systems Evaluating the Effectiveness of the Organization	
	This information is in your Module 12 Comments section as well.	- <u>DISCUSSION & RELATED ACTIVITIES</u> to the <i>class textbook</i> “SALES MANAGEMENT.”		

WEEK 15 April 22

WEEK 15 From your SALES MANAGEMENT textbook

Take Quiz 10-Chapters 9 & 10

DISCUSSION &
RELATED
ACTIVITIES to the
class textbook
**“SALES
MANAGEMENT.”**

Chapter 9 & 10.
Evaluating the
Performance of
Salespeople

Class Chapter Quiz 10
Discussion of
Management (Ch 9 &10)
Video assigned
in Module 12

WEEK 16 April 29

WEEK 16 Prep for final and final concepts of persuasion and sales

**Prep for Final
Video Taped session**

WEEK 17 May 6 -FINAL EXAM for Class from 6:00 p.m. to 8:45 p.m. Room 204 A

ACADEMIC HONESTY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained in the university catalog, academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. Students may appeal also using the procedure in the university catalog. See [Academic Policies](#) for further information.

ACADEMIC ACCOMMODATIONS

While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may request academic accommodations. At Point Loma Nazarene University, students must request that academic accommodations by filing documentation with the [Disability Resource Center](#) (DRC), located in the Bond Academic Center. Once the student files documentation, the Disability Resource Center will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual needs of the student. See [Academic Policies](#) in the (undergrad/graduate as appropriate) academic catalog.

SPIRITUAL CARE

PLNU Liberty Station Campus: (TBD)

PLNU Main Campus, Corona and Mission Valley: (TBD)

FERPA POLICY

In compliance with federal law, neither PLNU student ID nor social security number should be used in publicly posted grades or returned sets of assignments without student written permission. This class will meet the federal requirements by (Note: each faculty member should choose one strategy to use: distributing all grades and papers individually; requesting and filing written student permission; or assigning each student a unique class ID number not identifiable on the alphabetic roster.). Also in compliance with FERPA, you will be the only person given information about your progress in this class unless you have designated others to receive it in the “Information Release” section of the student portal. See [Policy Statements](#) in the (undergrad/ graduate as appropriate) academic catalog.

FINAL EXAMINATION POLICY

A final exam will be given during final exam week.

COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

FINAL EXAMINATION POLICY ☼

Successful completion of this class requires taking the final examination **on its scheduled day**. No requests for early examinations or alternative days will be approved.

NOTE: The following policies are to be used without changes:

PLNU COPYRIGHT POLICY ☼

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PLNU ACADEMIC HONESTY POLICY ☼

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one’s own when, in reality, they are the results of

another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow, and students may appeal using the procedure in the University Catalog. See Academic Policies in the Graduate and Professional Studies Catalog for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY⊛

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. (DRC@pointloma.edu or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) videotaping PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

PLNU ATTENDANCE AND PARTICIPATION POLICY⊛

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See Academic Policies in the Graduate and Professional Studies Catalog for additional detail.