



BUSI 3210: Personal Selling

Fall 2026

Instructor	Dr. Dora Wang
Email Address	Dora.wang@carleton.ca
Class Times	Wednesdays (11:35 am – 2:25 pm)
Modality	In-person Please note, if circumstances require it one or more classes MAY be asynchronous or via Zoom/Teams. If so, all class details will be sent to you prior.
Office Hours	By appointment
Office Location	6034 Nicol Building
TA Name/Email	TBD

Pre-Requisites & Preclusions:

Prerequisites & Preclusions: BUSI 2204 or BUSI 2208 with a grade of C- or higher.

Course Description/Instructor's Statement

Carleton Calendar Description (Find at <https://calendar.carleton.ca/undergrad/courses/BUSI/>)

Provides an introduction to and application of the principles of personal selling for persons pursuing any vocation, as well as those aspiring to careers in Marketing. Introduces basic concepts of professional selling including: customer analysis, communication skills, effective openings and closings, and customer relations.

Instructor's Description:

The main objectives of this course are to introduce students to the concepts, theories and methods in personal selling, and to enable students to understand the role of communications in modern organizations, on the one hand, and in the Canadian economic and social framework, on the other. As an introductory course, BUSI 2208 presents a comprehensive overview of the entire marketing process. Other courses offered in the Marketing area will allow you to pursue your specific marketing-related interests in more depth.

Learning objectives:

Upon successful course completion, you will be able to:

- Describe what a salesperson does and the specific value they add to an organization.
- Explain the basic steps in a typical sales process and their application to real business situations.
- Define the role that sales plays in a marketing campaign.
- Understand and discuss the ethical issues faced by sales professionals.
- Explain how to conduct a successful sales presentation, including the role of verbal and non-verbal communication.

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- Explain the importance of service and support in earning a customer's business.
 - Explain the key components, frameworks, and methods used in the selling process and in sales management.
 - Develop relationship strategies, product strategies, customer strategies, and presentation strategies that advance the sale.
 - Design, execute, document, and critique a comprehensive sales strategy for a real organization.
 - How to write an effective sales strategy plan.

Required/Optional Materials & Prices

Textbook (optional):

Gerald Manning, Michael Ahearne, Barry L Reece, H. F. (Herb) MacKenzie (2022) Selling Today: Partnering to Create Value, Canadian Edition, 8th edition. North York, ON: Pearson Canada Inc.

You can access the e-textbook from Carleton Bookstore - ISBN 9780135704882, or from the publisher – ISBN 978013684502. You can also find one reserved textbook in Carleton Library (7th edition, with a 4-hour loan period for each class).

For this course, weekly readings such like articles, chapters, and cases will be assigned to students.

Grading Scheme

Individual assignments

Sales professional interview & observation	15
“Experience-based” sales strategy analysis	15
Role play – sales video demo	15

Group assignments

Sales strategy plan proposal	5
Sales strategy plan report	30
Sales strategy plan presentation	10

Class engagement

10

Total marks 100

Important Dates to Note

Sales professional observation/interview	September 30
Sales strategy analysis	October 20
Role play – sales video demo	November 10
Group work proposal	November 4
Group presentation	December 1
Group report	December 6
Contribution to Class Discussion	Ongoing

University Academic Calendar: <https://calendar.carleton.ca/academicyear/>

1. Group assignments

Sales strategy plan: proposal (5%), report (30%) and Sales strategy plan presentation (10%)

This is a group assignment comprising a sales strategy plan proposal, report and presentation. You will work with your group to first identify a company that has sales strategy issues, and develop a strategic plan to solve its issues. Groups must receive professor approval for the company and challenge prior to proceeding (Proposal: 5%). The groups will also need to submit a full marketing plan and deliver a group presentation at the end of the term (Report: 25%; Presentation: 10%). See class schedule for due dates.

You should expect to spend a considerable amount of time and effort on the Sales Strategy Plan assignment, so plan your time wisely.

Infractions of Academic Integrity. As part of your assignment, you **MUST** complete and upload the 'Declaration of Academic Integrity' form available on Brightspace.

Peer evaluations MUST be carried out and submitted along with each group submission. Students will evaluate each of their group members (in terms of their respective participation and contribution to all team activities). At the completion of the course, the instructor may adjust group assignment marks awarded to individuals based on peer feedback.

Note: Group work is an important component of this course given the realities of selling and the business world in general. A group is defined as:

- Students who are actively working together
- A group is NOT two or more students getting together to reduce workload on an assignment or business model. Students in a group have to be actively working together towards a common business goal
- Team size: 5 students
- All groups have to be initiated by week 3 of the course

2. Individual assignments

Sales professional interview & observation (15%)

Research and outreach to a sales professional in an industry that is of interest. During the outreach request an opportunity to interview where you will cover topics such as their day-to-day job, training, career development, typical compensation, customer profile and what they sell.

Sales strategy analysis (15%)

Select a real experience or case from the choices (cases will be available on Brightspace), analyze the experience/case, and prepare a report that answers the questions specified by the instructor. Use the concepts and theories you learned in class and extend to the real-world practice.

Role play - sales video demo (15%)

Effective and clear communication is essential for establishing trust and long-term relationships with stakeholders (e.g., customers, partners, and executives). Students will participate in a sales role play assignment where they will create a video to demonstrate a product to a potential client.

3. Class Participation

Class participation is equivalent to professionals' participation in meetings. It is, therefore, considered important to success in this course. Mere attendance does not count towards full class participation. Effective participation implies active and continuous contribution to class proceedings on the part of students in the form of engagement in Poll Everywhere and breakout group activities, raising or answering questions, commenting on issues raised by the instructor or other students, or bringing to the attention of the class relevant items of interest from the media or personal experiences. The professor will keep track of student participation at each class. You are also required to keep a record of your own participation.

Please note that Breakout Group activities will be integrated into lectures and form the basis for your participation grade in addition to in-class engagement. To ensure that you receive credit for in-class contribution, make sure a) to attend all lectures and b) contribute to the class discussion.

Late Assignments:

Late submission will be penalized 5% of the deliverable grade per day (e.g., an assignment graded 8 marks will be penalized 0.4 marks per day). No late deliverables will be accepted after **5 days** past the stated deadline. Missing deliverable will receive a mark of zero, and there is no make-up assignment. Extensions may be granted in the case of exceptional circumstances. You must discuss these circumstances with your instructor at least 24 hours **before** the assignment due date. Please note that discussing the situation is not the same as merely informing your instructor.

Note: Please keep an electronic copy for every exercise and assignment you submit.

Preparation and Participation:

This is an in-person class, and you are expected to attend all sessions and arrive on-time. You must come to class prepared by having checked the course Brightspace for any announcements/updates, and having read the required textbook chapter as noted in the class schedule. In-class group/individual activities that occur during class time contribute towards your Contribution grade and **cannot be made up** should you miss a class.

To request a review and re-evaluation of your assignments, please submit your request **within 3 days** of the grade being posted.

Policies & Accommodations

<https://students.carleton.ca/course-outline/>

<https://carleton.ca/pmc/current-students/academic-accommodations/>



Stay updated with important notifications and announcements from Carleton University, by downloading the Carleton University App!

Use of Generative Artificial Intelligence

This is a human-centered course. In this course, evaluation focuses on what you can do *without* AI assistance. While you are welcome to use AI tools to explore ideas, study, or clarify concepts, all submitted work must represent your independent thinking and original effort. Use AI for learning, not for producing graded submissions. Your understanding and reasoning – not AI output – will form the basis of assessment. Using AI for graded submissions constitutes academic integrity violation.

Course Schedule (subject to change)

While every attempt will be made to keep to the schedule listed below, unforeseen circumstances may necessitate modifications throughout the semester.

Please note that additional cases and articles may be added to Brightspace throughout the term to support in-class sessions. All readings will be posted a minimum of 72 hours prior to the in-class session.

Session /Date	Topics & Chapter Reading	Deliverables & Notes
1 /Sept. 9	• Introduction and course overview • Personal selling in the information economy (Chapter 1)	
2 /Sept. 16	• Evolution of selling models (Chapter 2)	Group list & names submitted to the instructor.
3 /Sept. 23	• Building trust, values, & relationships • Ethics in personal selling • (Chapters 3 and 4)	CE #1. Read the HBR mini case “Your star salesperson lied. Should he get a second chance?” BEFORE class.
4 /Sept. 30	• Communication and adaptive selling in digital age (Chapters 5)	Sales professional observation/interview DUE by 11:59 pm, Sept. 30. Work on the sales strategy proposal in class.
5 /Oct. 7	• SWOT and positioning in selling (Chapters 6 and 7)	CE #2. Read the HBR mini case “Expand the menu?” BEFORE class.
6 /Oct. 14	• In-class case discussion • Group assignment discussion	Work on the sales strategy plan in class.
7 /Oct. 21	• Customer Strategy – Understand, manage, and approach customers (Chapters 8, 9, & 10)	Sales strategy analysis DUE by 11:59 pm, Oct 20.

Oct. 26 – 30 Reading Break – No class. Enjoy!		
8 /Nov. 4	- Customer Strategy – Understand, manage, and approach customers (Chapters 8, 9, & 10) - Sales careers & management (Chapters 16 and 17)	Group project proposal DUE by 11:59 pm, Nov. 4. CE #3.
9 /Nov. 11	Presentation Strategy – The six-step process (presentations, negotiation, closing, and servicing) (Chapters 11-15)	Role play: Sales presentation (video) DUE by 11:59 pm, Nov 10.
10 /Nov. 18	- Role play demonstration - Vote & Critical review from the class	CE #4.
11 /Nov. 25	- Wrap-up “AIR”	CE #5.
12 /Dec. 2	Sales strategy plan presentations	Sales strategy plan presentation DUE by 11:59 pm, Dec. 1. Sales plan report DUE by 11:59 pm, Dec.6. Peer evaluations are mandatory.

Contribution to Learning Goals of the Program (BCom, BIB):

Program Learning Goal	Competencies Covered	Competencies Not Covered	Competencies Introduced (only)	Competencies Taught But Not Assessed	Competencies Taught and Assessed
BC1 Knowledge <i>Graduates will be skilled in applying foundational business knowledge to appropriate business contexts.</i>					✓
BC2 Collaboration <i>Graduates will be collaborative and effective contributors in team environments that respect the experience, expertise and</i>					✓

<i>interest of all members.</i>				
BC3 Critical Thinking <i>Graduates will be discerning critical thinkers, able to discuss different viewpoints, challenge biases and assumptions, and draw conclusions based on analysis and evaluation.</i>		✓		
BC4 Communication <i>Graduates will be effective and persuasive in their communications.</i>				✓
BI5 Global Awareness (BIB ONLY) <i>Graduates will be globally-minded.</i>		✓		

ADDITIONAL INFORMATION

Course Sharing Websites

Materials created for this course (including presentations and posted notes, labs, case studies, assignments, and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Recommended Calculator for Examinations

If you are purchasing a calculator, we recommend anyone of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII

Group work

The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, followership, and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor may assign one or more group tasks/assignments/projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

Grading

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

Academic Regulations

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

Requests for Academic Accommodation

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

Pregnancy Accommodation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, please review the [pregnancy academic accommodation process](#).

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, please review the [religious academic accommodation process](#).

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. For more details, visit the [Paul Menton Centre website](#).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the

services available at the university and to obtain information about sexual violence and/or support, visit the [Equity and Inclusive Communities website](#).

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, see the [Senate Policy on Accommodation for Student Activities \(PDF, 25 KB\)](#).

Academic Consideration for Medical and Other Extenuating Circumstances

Due to medical and other extenuating circumstances, students may occasionally be unable to fulfil the academic requirements of their course(s) in a timely manner. The university supports the academic development of students and aims to provide a fair environment for students to succeed academically. Medical and/or other extenuating circumstances are circumstances that are beyond a student's control, have a significant impact on the student's capacity to meet their academic obligations, and could not have reasonably been prevented. Students may request Academic Consideration for Coursework or Other Academic Deliverable. For further information please review the [Procedure for Academic Consideration](#) and the [FAQ page](#).

Scheduling and Examination Support

Scheduling and Examination Services provides various supports for both in-term and end-of-term tests and exams. Details can be found on the [Exam Support website](#).

Academic Integrity

Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another's ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated.

Process: If an alleged violation occurs, all relevant documentation will be forwarded to the Dean. If the allegation proves true, the penalties may include; a grade of Failure on the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, amongst others. **For a first offence, at a minimum, the penalty assigned will normally be a zero on the submitted work and at least a minimum full grade reduction of the final course grade. For a second offence, at a minimum, the penalty assigned will normally lead to a suspension from studies.**

Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at: <https://carleton.ca/registrar/academic-integrity/>.

Sprott Student Services

The Sprott Undergraduate Student Services Office offers program advising and overall student success support. Our team is available to discuss your academic goals and your program progression plans. We can also work with you to develop strategies for success, including study skills for Business. If you experience any difficulty this term or if you would like to access support, please contact our team at academicadvising@sprott.carleton.ca.

Centre for Student Academic Support

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: carleton.ca/csas.

Important Information:

- Students must always retain a copy of all work that is submitted.
 - All final grades are subject to the Dean's approval.
 - For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, in order to respond to your inquiries, please send all email from your Carleton CMail account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://carleton.ca/its/get-started/new-students-2/>
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