



Carleton
University

Sprett
School of Business

**BUSI 3210A PERSONAL SELLING
WINTER 2023**

Instructor: Rowland Few BSc (Hons), MBA

Office: Nicol Building, NI7036 Wednesday.

Class Time/Place: Wednesday 8:35am to 11:25am, class starts 9:30am, first hour Async.

Office Hours: Before class on Wednesday, 8:35am to 9:30am, please confirm by email

Email (preferred): rowland.few@carleton.ca

Modality: Flipped Classroom (1hr asynchronous for class preparation and 2hr synchronous in person lecture with Instructor and guests)

1. COURSE DESCRIPTION

Course Calendar description:

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. Emphasizes the development of selling skills via sales exercises, role-plays, and presentations.

2. COURSE PREREQUISITES

Pre-requisites: BUSI 2204 or BUSI 2208 with a grade of C- or higher. Restricted to students in BCom, BIB or Minor in Business

3. COURSE OBJECTIVES

Learning Outcomes:

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 call, including the role of verbal and non-verbal communication.
- 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 proposal

4. METHOD OF INSTRUCTION

This course will encapsulate a blended and peer-to-peer learning approach. Classes will focus on a combination of brief lectures, case study analysis from real world companies and from various industries, videos, problem analysis, simulation, practical application of key concepts, guest speakers, and a term-long assignment involving the development of a value proposition and business plan. The format of the course consists generally of a three-hour class meeting per week (1hr asynchronous and 2hrs synchronous).. There will be required readings and/or tasks for each weekly class session. Since the course is highly experiential in nature, you will be expected to actively engage with potential customers between classes, present and discuss your own findings and provide feedback to fellow students in class, as well as engage with guest speakers.

PLEASE NOTE: This course uses Carleton's learning management system. To access your courses go to (D2L Brightspace). Any questions can be directed to Computing and Communication Services (CCS) by phone at 613-520-3700 or email at ccs_service_desk@carleton.ca. As online resources will be used extensively in this course, you will need to bring an up-to-date laptop to class. Inappropriate use of your wireless/laptop in class will be noted and will affect your grade.

Students will be responsible for reading and responding appropriately to all information distributed through the Course Page. In case of class cancellation due to inclement weather or other unforeseen circumstances, an announcement will be posted on D2L Brightspace as soon as possible.

Note that the School requires that correspondence with professors be carried out through your Carleton email account only.

5. COURSE MATERIAL

Required Text:

Gerald L Manning, *Selling Today* 7th Edition for Canada, ISBN 978-0133156850

Additional reading material and weblinks will be posted on D2L Brightspace.

Supplemental References and books covering Sales and customer acquisition for Corporations:

- Weinberg, G. and J. Mares (2014) *Traction: A Startup Guide to Getting Customers*. S-curves Publishing (ISBN: 978-0976339601).
- Rackham, N (1988) *SPIN Selling*, McGraw-Hill, Inc (ISBN: 0-07-051113-6)
- Bart A. Weitz, Stephen B. Castleberry, and John F. Tanner, *Selling: Building Partnerships*, 6th Edition, Irwin/McGraw Hill Co., 2007.
- Ingram, LaForge, Avila, Schwepker, Williams, Shannahan, *Sell* (Canadian Edition), Nelson, 2013
- Stephen Covey: *Seven Habits of Highly Effective People* ISBN:9780 7432 69513
- *The Power of Selling*, by Kimberly Richmond, Flat World Knowledge, ISBN13: 978-1-936126-00-2.
- Robert B. Miller, Stephen E. Heinman. *The New Strategic Selling*. ISBN 0-446-67346-3
- Spencer Johnson. *One Minute sales person*. 978-0739307687
- Anneke Seley, Brent Holloway. *Sales 2.0*. ISBN 978-0-470-37375-0
- Mullins, J. (2006). *The New Business Road Test: What entrepreneurs and executives should do before writing a business plan*. London: FT Press (ISBN-10: 0273663569).
- Blank, S. and Dorf, B., (2012), *The Startup Owner's Manual. The Step--by-Step Guide for Building a Great Company*. K&S Ranch Inc. (ISBN-13: 9780-9849993-0-9).
- Ries, E. (2011) *The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses*. Crown Business (ISBN: 978-0307887894).
- Kawasaki, G. (2004). *The Art of the Start*. London: Penguin Group. (ISBN-10: 1591840562).
- Osterwalder, A. and Y. Pigneur, Y. (2010). *Business Model Generation*. John Wiley & Sons Inc. (ISBN: 978-0470-87641-1).
- Osterwalder et al., (2014). *Value Proposition Design*. John Wiley & Sons Inc. (ISBN 978-1-118-96805-5)

- Horowitz, B. (2014) *The Hard Thing About Hard Things: Building a Business When There Are No Easy Answers*. Harper Business (ISBN: 978-0062273208).
- Thiel, P. (2014) *Zero to One: Notes on Startups, or How to Build the Future*. Crown Business. (ISBN: 978-0804139298).
- Maurya, A. (2012) *Running Lean: Iterate from Plan A to a Plan That Works*. O'Reilly Media (ISBN: 978-1449305178).

6. EVALUATION

Your grade will depend on the following individual and group contributions:

	Max marks
Individual assignments	
1. Sales Interview	20
2. Role Play – Product demo	20
3. Role Play – Customer value	20
Sub-total individual assignments	60
Group assignments	
4. Sales proposal	15
5. Sales proposal presentation	15
6. Sales Proposal Peer review	10
Sub-total group assignments	40
Total marks	100*

*Satisfactory In-term Performance

To pass this course, individual capability must be demonstrated. Students must achieve a minimum grade of 50% of the total of individual assignments, in addition to other requirements. As plenty of time is provided for assignments, **no credit is given for posting a late assignment**. A missed assignment supported by medical documentation may upon discussion with the Instructor result in those marks shifted to the remaining assignments. Otherwise, formative work will be replaced with formative work and is to be completed prior to the end of the semester.). Further instructions will be posted on the course site

Given the experiential nature of the course, missing 3 classes or more without a valid reason (e.g. medical note) will lead to failure in this course regardless of the performance on assignments, presentations and reports.

Group work is an important component of this course given the realities of Selling and the business world in general. Group conflicts are to be dealt with by the group in a way that is fair, respectful and fast. I do not settle group disputes. 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

Although I do not anticipate such situations, a word of caution about free loaders. The best way to deal with free loaders is to not include their names on the first page of the group assignments. If a student's name does not appear in an assignment submitted by his or her group, the student must submit his or her own assignment. Failure to do so will result in the student receiving zero for the assignment. Peer evaluations will 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.

Further instructions regarding evaluation elements will be posted on the course site. **All written assignments will be submitted on D2L. Late assignments are not accepted.**

Individual assignments

Sales Interview with B2B organization (20%)

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 presentation – Role Play Product Demo (20%) and Customer Value (20%)

Effective and clear communication is essential for establishing trust and long-term relationships with customers. Students will participate in two Sales Role play assignments where they will demonstrate a product to a potential client and second to the executive team of the company.

Group assignments

Sales proposal (15%), Sales proposal presentation (15%) and Sales proposal peer review (10%)

This is a group assignment comprising a Sales Proposal, Presentation and peer review, on a group selected product or service, to a potential client (Prof Few and class). Each group will consist of 5 team members and with equal contributions.

Guidelines for the Sales Proposal and Presentation will be posted on D2L.

7. CONDUCT

Professional conduct is built upon the idea of mutual respect. Such conduct entails (but is not necessarily limited to):

- *Attending the class.* Each class benefits from the attendance and participation of all students. Your understanding of the class content and ability to contribute will be affected by absences. Regular class attendance is important and required. I expect you to attend class and contribute to a quality discussion. Class and team discussion of the materials (e.g., readings, assignments, and cases) are an important part of the learning process. If circumstances prevent attendance at a class meeting, please remember that you are responsible for all materials discussed, handouts distributed, assignments covered, and announcements made.
- *Arriving on time.* Late arrivals are disruptive to both lectures and class discussion, and show disrespect to those who are on time.
- *Assignments.* All assignments must include student name, number and signed declaration of academic integrity on the submitted report to receive a grade.
- *Team based projects.* Teams for the Sales project are created in class during week one and two of the course. Students arriving after should notify the course instructor and find a team. Teams are student selected and will follow their own norms of conduct.
- *Attending team meetings.* Missing more than 2 team meetings without a certified reason may result in team members being requested to leave a team. Assessment of the team assignment will then be reviewed and agreed with the Professor.
- *Course feedback:* Assignment feedback is available via Brightspace and during office hours. Rewrites of assignments or exam will not be provided.
- *Minimizing disruptions.* You should not leave and re-enter the class. Please minimise background noise during class.
- *Focusing on the class.* You should avoid engaging in side conversations during class.

- *Being prepared for class.* You should be ready to discuss any assigned readings and course content. Also be prepared to answer any assigned questions for each day's class, including being ready to open a case assigned for that day.
- *Cellular phones.* The use of cellular phones IS NOT PERMITTED in this class. It is disruptive to the instructor and class members. If an emergency situation requires you to keep your cell phone turned on you may wish to keep the silent mode on, please discuss this with the instructor prior to the class starting.
- *Deferred term work.* Will be replaced with term work and the weight not shifted to the exam. Formative work will be replaced with formative work, and is to be completed prior to the end of the semester.
- *Email.* Due to the class size of this course it may take 48hrs to reply to emails.
- *Grading.* Saying you thought the rubric was vague or ambiguous will not be considered as sufficient rationale to review an assignment grade. All assignments are provided the first day of class with the option to discuss ahead of submission via email, office hours or in class questions.
- *Grades and feedback* may be delayed due to availability of TA's, sickness, Spratt responsibilities or family matters. You have options to connect with the instructor prior to assignments via email, office hours and in class questions.
- *Grades.* The peer review grades will not be released to ensure anonymity of submission.

7. CLASS SCHEDULE

Modality: Flipped Classroom (1hr asynchronous for class preparation and 2hr synchronous in person lecture with Instructor and guests). Class starts 9:30am, first hour Async / office hours / team meetings

Week	Date	Date and Topics	Assignments Due Date
1	Jan 11	<ul style="list-style-type: none"> • Introduction and course overview • Personal Selling • Chapter 1 	
2	Jan 18	<ul style="list-style-type: none"> • Personal Selling • Chapter 2 	
3	Jan 25	<ul style="list-style-type: none"> • Building trust & Ethics & • (add Contracts/liability) • Chapters 3 and 13 	Sales interview
4	Feb 1	<ul style="list-style-type: none"> • Understand buyers • Communication skills • Chapters 4, 5 and 6 	Role play #1 (Developing a product demo / Strategy – ch5 & ch6)
5	Feb 8	<ul style="list-style-type: none"> • Role play #1 • Critical review (Class participation) 	Assignment review in Class. Each team selects one

Week	Date	Date and Topics	Assignments Due Date
6	Feb 15	<ul style="list-style-type: none"> Sales planning – preparation, outreach and presentation Chapters 7, 8 and 9 	
	Feb 22	<ul style="list-style-type: none"> Break – No class 	
7	Mar 1	<ul style="list-style-type: none"> Communication value and overcoming objections Chapters 11, 12, and 13 	Role play #2 (Developing a customer strategy – ch7)
8	Mar 8	<ul style="list-style-type: none"> Role play #2 Critical review (Class participation) 	Assignment review in Class. Each team selects one
9	Mar 15	<ul style="list-style-type: none"> Sales process Acquisition, retention, Growth Chapters 14 and 15 	
10	Mar 22	<ul style="list-style-type: none"> Sales 2.0 Sales process Technology 	Sales proposal - optional team review with instructor
11	Mar 29	<ul style="list-style-type: none"> Sales Leadership Sales careers Chapters 16 and 17 	
12	Apr 5	<ul style="list-style-type: none"> Sales proposal Presentations 	Sales proposal and presentation

While every attempt will be made to keep to the schedule listed below, unforeseen circumstances and availability of guest speakers may necessitate modifications throughout the semester (including assignments, readings and topics). Changes will be posted on D2L as soon as reasonably possible.

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

Program Learning Goal	Competencies Not Covered	Competencies Introduced (only)	Competencies Taught But Not Assessed	Competencies Taught and Assessed
CHECK (X) ONE PER ROW				
BC1 Knowledge <i>Graduates will be skilled in applying foundational business knowledge to appropriate business contexts.</i>				X
BC2 Collaboration <i>Graduates will be collaborative and effective contributors in team environments</i>				X

<i>that respect the experience, expertise and 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>				X
BC4 Communication <i>Graduates will be effective and persuasive in their communications.</i>				X
BI5 Global Awareness (BIB ONLY) <i>Graduates will be globally-minded.</i>	X			

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).

Required calculator in BUSI course examinations

If you are purchasing a calculator, we recommend any one 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, follower-ship 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

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

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, visit the Equity Services website:
carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

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, visit the Equity Services website:
carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

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. carleton.ca/pmc

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 its 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: carleton.ca/sexual-violence-support

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.

<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

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 bcom@sprott.carleton.ca or at bib@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/>

Covid-19 Information:

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you must follow Carleton's [symptom reporting protocols](#).

Masks: Carleton has paused the [COVID-19 Mask Policy](#), but continues to strongly recommend masking when indoors, particularly if physical distancing cannot be maintained. It may become necessary to quickly reinstate the mask requirement if pandemic circumstances were to change.

Vaccines: Further, while proof of vaccination is no longer required as of May 1 to attend campus or in-person activity, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible, and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.
