

The University Of Toledo

New Graduate Course Proposal

* denotes required fields

1. College*:
- Department*:
2. Contact Person*: Phone: (xxx - xxxx) Email:
3. Alpha/Numeric Code (Subject area - number)*: -
4. Proposed title*:
Proposed effective term*: (e.g. 201140 for 2011 Fall)
5. Is the course cross-listed with another academic unit? Yes No
- Approval of other academic unit (signature and title)
- Is the course offered at more than one level? Yes No
- If yes, an undergraduate course proposal form must also be submitted. If the undergraduate course is new, complete the [New Undergraduate Course Proposal](#); if the undergraduate course is existing, submit an [Undergraduate Course Modification Proposal](#).
6. Credit hours*: Fixed: or Variable:
- to
7. Delivery Mode:
- | | Primary* | Secondary | Tertiary |
|---------------------------|-------------------------------------|--------------------------------------|---|
| a. Activity Type * | <input type="text" value="Online"/> | <input type="text" value="Seminar"/> | <input type="text" value="--SelectType--"/> |
| b. Minimum Credit Hours * | <input type="text" value="4"/> | <input type="text" value="1"/> | <input type="text"/> |
| Maximum Credit Hours * | <input type="text" value="4"/> | <input type="text" value="1"/> | <input type="text"/> |
| c. Weekly Contact Hours * | <input type="text" value="4"/> | <input type="text" value="1"/> | <input type="text"/> |
8. Terms offered: Fall Spring Summer
- Years offered: Every Alternate

Year Years

9. Are students permitted to register for more than one section during a term? No Yes

May the courses be repeated for credit? No Yes Maximum Hours

10. Grading System*:
- Normal Grading (A-F, S/U, WP/WF, PR, I)
 - Satisfactory/Unsatisfactory (A-C, less than C)
 - Grade Only (A-F, WP/WF, PR, I)
 - Audit Only
 - No Grade

11. Prerequisites (must be taken **before**): i.e. C or higher in (BIOE 4500 or BIOE 5500) and C or higher in MATH 4200

- PIN (Permisson From Instructor) PDP (Permission From Department)

Co-requisites (must be taken **together**):

12. Catalog Description* (**75 words Maximum**)

This course focuses on the comprehensive and critical sequence of tasks required to build an effective sales force including determining staffing levels, defining sales position requirements, targeting and creatively approaching candidate sources, attracting best sales talent, developing professional interviewing skills to help assure candidates fit job requirements and culture of the organization.

13. Attach a syllabus - a syllabus template is available from the University Teaching Center. Click [here](#) for the Center's template.

File Type	View File
Syllabus	View

14. Comments/Notes:

See attached syllabus for detail.

7b. Minimum Credit Hours corrected from 3 to 4
 Maximum Credit Hours corrected from 3 to 4
 T.H. on behalf of Graduate Council Curriculum Committee and program. 2.15.2017

15. Rationale:

This course is part of a 9 course curriculum associated with the newly proposed Executive Master of Sales Leadership degree program.

Course Approval:

Department Curriculum Authority:	Michael Mallin	Date	2017/01/19
Department Chairperson:	Thomas W. Sharkey	Date	2017/01/20
College Curriculum Authority or Chair:	Michael Mallin	Date	2017/01/20
College Dean:	Anand S. Kunnathur	Date	2017/01/20
Graduate Council:	Constance Schall (GC 2.7.2017)	Date	2017/02/15
Dean of Graduate Studies:	Amanda Bryant-Friedrich	Date	2017/02/16
Office of the Provost :		Date	

print

Administrative Use Only

Effective Date:

  (YYYY/MM/DD)

CIP Code:

Subsidy Taxonomy:

Program Code:

Instructional Level:

Registrar's Office Use Only

Processed in Banner on:

 

Processed in Banner by:

Banner Subject Code:

Banner Course Number:

Banner Term Code:

Banner Course Title:

Executive Masters in Sales Leadership (EMSL) Course Syllabus

1. Title of Course: **Sales Talent Acquisition, Development, and Management**
Course Number: **EMSL6400 (4.0 credits)**

Contact Hours: 8 hours of face-to-face classroom meeting (intensive capstone residencies); 12 hours of synchronous online instruction; 40 hours of asynchronous online instruction (e.g., lecture capture, other video, online study and exercises, etc.)

2. Description of course:

This course focuses on the comprehensive and critical sequence of tasks required to build an effective sales force including: determining staffing levels, defining sales position requirements, targeting and creatively approaching candidate sources, attracting best sales talent, developing professional interviewing skills to help assure candidates fit job requirements and culture of the organization.

The course is delivered online for twelve weeks (using synchronous and asynchronous methods, group work and self-study), and culminates in an eight-hour, face-to-face class meeting. Cohort groups will prepare group work during the online portion, and present at the class meeting. Class meetings will utilize primarily a capstone format, providing experiential learning and application of online course content. Outside industry experts may be invited as guest speakers at times.

3. Course Prerequisites: None

4. Course Objectives:

Students will develop a comprehensive and critical understanding of the skills and processes required to design a sales organization and demonstrate the requisite skills to recruit, select, hire and train a sales force. Course will also cover legal requirements and implications, affirmative action, discrimination issues and specific ethnic, minority, sex and age related recruiting initiatives. Participants will practice and master evaluating resumes, assessing candidate qualifications, selecting best candidates from selection pool, negotiating salary and related terms of employment, and the placement, development, coaching, counseling and retention of employees.

5. Student Learning Outcomes:

Upon completion of this course students will be able to:

- Determine required sales staffing levels
- Creatively identify sales candidate recruiting sources
- Attracting sales talent
- Assess sales candidate qualifications
- Manage sales hiring process

- Understand legal issues in hiring sales staff
- Hire and orient salespeople
- Develop, deliver and reinforce a sales training program
- Evaluate and coach salespeople development needs

6. Topical Outline of Course Content:

- Determining sales staffing levels
- Defining sales position requirements
- Write accurate sales job descriptions
- Creatively identify sales candidate recruiting sources
- Attracting best sales talent
- Evaluating resumes
- Assessing sales candidate qualifications and culture fit
- Conduct professional selection interviews
- Developing professional interviewing skills
- Developing, delivering and reinforcing a sales training program
- Evaluate sales training effectiveness
- Prepare sales coaching plans and needs assessment
- Balancing selling and coaching
- Sales coaching across career stages
- Manage millennial salespeople

7. Guidelines and Suggestions for Teaching Methods and Student Learning Activities:

- Participants will practice and master evaluating resumes, assessing candidate qualifications, selecting best candidates from selection pool, negotiating salary and related terms of employment, and the placement, development, coaching, counseling, and retention of employees.
- Case studies will be utilized to learn from Sales Leadership Best Practices used by recognized individual and organizational leaders.
- Multiple media delivery will be utilized throughout course including: Class discussion, webinars, conference calls and teleconferences.
- Sales simulations, group and individual exercises, assessments and projects for skill development.

8. Guidelines and Suggestions for Methods of Student Assessment:

- Class Participation 20%
- Role Play Exercises 20%
- Exams 30%
- Project 30%

9. Suggested Readings, Texts & Objects of Study:

- *Cracking the Sales Management Code: The Secrets to Measuring and Managing Sales Performance*, by Jason Jordan, Michelle Vazzana McGraw-Hill Education; 1 edition (October 11, 2011)
- *Building a Winning Sales Force: Powerful Strategies for Driving High Performance* by Andris A. Zoltners, Prabhakant Sinha, Sally E. Lorimer (March 6, 2009)

- *Success in Selling: Developing a World-Class Sales Ecosystem* by Reza Sisakhti. Association for Talent Development (December 7, 2015)
- *How to Hire Superior Sales DNA* by Danita Bye, Gordon Bye (January 28, 2013)
- *Great Salespeople Aren't Born, They're Hired: The Secrets to Hiring Top Sales Professionals*. Joseph Miller and Patrick Longo. Wbusiness Books (May 15, 2005).
- *Managing for Sales Results: A Fast-Action Guide to Finding, Coaching & Leading Salespeople*. Ronald B. Marks. Results Publishing (March 1, 2006)
- Dubinsky, A. J., Jolson, M. A., Michaels, R. E., Kotabe, M., & Lim, C. U. (1993). Perceptions of motivational components: salesmen and saleswomen revisited. *Journal of Personal Selling & Sales Management*, 13(4), 25-37.
- Mossien, H., & Fram, E. H. (1973). Segmentation for sales force motivation. *Akron Business and Economic Review*, 4(Winter), 5-12.

10. Bibliography:

- *Can They Sell - Learn to Recruit the Best Salespeople* by Steve Suggs, InLight Publishing (Editor, Illustrator), March 5, 2014
- *Hire Right, Higher Profits: The Executive's Guide to Building a World-Class Sales Force* Lee B. Salz, Createspace Independent Pub, 2014
- *How to Hire and Develop Your Next Top Performer, 2nd edition: The Qualities That Make Salespeople Great* by Herb Greenberg, Patrick Sweeney (September 4, 2012)
- *Strengths Based Selling*, by Tony Rutigliano, Brian Brim Simon and Schuster, Mar 1, 2011
- *Topgrading: How Leading Companies Win by Hiring, Coaching, and Keeping the Best People*. Bradford Smart. Portfolio Hardcover; Revised edition (April 7, 2005).
- *Creating In-House Sales Training and Development Programs: A Competency-Based Approach to Building Sales Ability*. William J. Rothwell (Author), Wesley E. Donahue and John E. Park. Quorum Books (November 30, 2002).
- Pruden, H. O., Cunningham, W. H., & English, W. D. (1972). Nonfinancial incentives for salesmen. *The Journal of Marketing*, 55-59.
- *Good to Great: Why Some Companies Make the Leap, And Others Don't*. Collins, Jim., New York: HarperCollins, 2001.
- *Bringing out the Best in Others*. Connellan, Thomas K. Austin: Bard Press, 2003.
- *Leadership Presence: Dramatic Techniques to Reach out, Motivate, and Inspire*. Halpern, Belle Linda, and Kathy Lubar. New York: Gotham Books, 2003.
- Shepherd, C. David, Helms, Marilyn N., Haynes, Paula J. "A Comprehensive Selection Process: The Key to Salesforce Retention." *International Journal of Manpower* 12.1 (1991): 18.
- Jolson, Marvin A. "When salespeople fail: Assessing blame." *Industrial Marketing Management* 28.1 (1999): 19-26.
- Darmon, Rene Y. "Where do the best sales force profit producers come from?" *The Journal of Personal Selling & Sales Management* 13.3 (1993): 17.