The University Of Toledo

New Graduate Course Proposal

* denotes required fields

1. College*: College Business and Innovation

Department*: Marketing

2. Contact Person*: Michael Mallin

Phone: 530-4737 (xxx - xxxx) Email: Michael.Mallin@Utoledo.edu

3. Alpha/Numeric Code (Subject area - number)*: EMSL - 6400

4. Proposed title*: Sales Talent Acquisition, Development, and Management

Proposed effective term*: 201840 (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: 4  or  Variable:

7. Delivery Mode:

Primary*  Secondary  Tertiary

a. Activity Type *  Online  Seminar  –SelectType–

b. Minimum Credit Hours *  4

Maximum Credit Hours *  4

c. Weekly Contact Hours *  4

8. Terms offered:  ✔ Fall  □ Spring  □ Summer

Years offered:  ○ Every  ○ Alternate
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 (Permission 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.

14. Comments/Notes:

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https://curriculumtracking.utoledo.edu/GradNewCourse.aspx?Mode=View&ID=EMSL6400
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
### Administrative Use Only

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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:

• *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)


Bibliography:

- Can They Sell - Learn to Recruit the Best Salespeople by Steve Suggs, InLight Publishing (Editor, Illustrator), March 5, 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