

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="Independent Study"/>	<input type="text" value="--SelectType--"/>	<input type="text" value="--SelectType--"/>
b. Minimum Credit Hours *	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>
Maximum Credit Hours *	<input type="text" value="2"/>	<input type="text"/>	<input type="text"/>
c. Weekly Contact Hours *	<input type="text" value="2"/>	<input type="text"/>	<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**)

In this integrated learning project, students will select, contact, meet with, and interview executives from within their employers industry and conduct guided research on the state of the industry. In depth project research requirements are designed to further students learning while also furthering the goals of the sponsoring 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.

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: **Industry Analysis – A Sales Management Perspective**
Course Number: **EMSL6701 (2 credits)**

Course Format: **Guided independent Study**

2. Description of course:

In this integrated learning project, students will select, contact, meet with, and interview executives from within their employer's industry and conduct guided research on the "state of the industry". Video recorded presentations will focus on recommendations for industry wide problems, sales / sales management issue analysis / assessment, new product / service enhancements and business development opportunities to create a competitive advantage in their employer's vertical market. In-depth project research requirements are designed to further students' learning while also furthering the goals of the sponsoring organization.

3. Course Prerequisites: None

4. Course Objectives:

Students will gain a thorough conceptual and contextual understanding of the influence and interaction of market, economic, demographic, operational, competitive, financial, political and other factors on their employer's vertical market. Course will provide students with the capabilities, concepts, tools, and techniques needed to gain insight into the industry in which they compete.

5. Student Learning Outcomes:

Upon completion of this course students will be able to:

- Utilize the various tools, resources and techniques commonly used by sales in assessing and analyzing companies and industries.
- Identify driving forces and trends within a vertical market.
- Research, conduct, and prepare industry analyses.
- Identify key issues, challenges, opportunities, strategies, and tactics appropriate for their respective industry.
- Explain how firms in particular industries create value for their customers, shareholders, employees, and other stakeholders.
- Explain major investment, revenue, expense and operational ratios.
- Identify potential new / incremental sales opportunities in specific industry segments.

6. Topical Outline of Course Content:

- Corporate culture and industry environmental analysis
- Share of market assessment and penetration analysis.
- Industry organization and structural analysis.

- Understanding industry “norms” and operational standards.
- Industry wide competitive analysis.
- Industry evolution and market segmentation trends.
- Impact of technological change on industries
- Governmental influences on industry structure.

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

- This research project will require extensive written reports on assigned sales management industry issues
- A live video recorded “board room” presentation to faculty, industry and employer selected assessors
- The final project will be a comprehensive executive level presentation covering company, industry and major / key client sales issues, leadership best practices, sales trends and business opportunities.

8. Guidelines and Suggestions for Methods of Student Assessment:

- Intensive Research Project 100%

9. Suggested Readings, Texts & Objects of Study:

- *Contemporary strategy analysis: Text and cases edition* by Grant, Robert M. John Wiley & Sons, 2016.
- *Competitive Strategy: Techniques for Analyzing Industries and Competitors.* Michael E. Porter. Free Press; 1st edition (1998).
- *Performance Dashboards and Analysis for Value Creation.* Jack Alexander. Wiley (2006).
- *Measuring Marketing: 103 Key Metrics Every Marketer Needs.* John Davis, Ned L. Roberto. Wiley, John & Sons, Incorporated. (2006).

10. Bibliography:

- *Dynamic Competitive Analysis in Marketing: Proceedings of the International Workshop on Dynamic Competitive Analysis in Marketing* by Jorgensen, Steffen, and Georges Zaccour, eds, Montréal, Canada, September 1–2, 1995. Vol. 444. Springer Science & Business Media, 2012.
- *Financial Statement Analysis: A Practitioner's Guide.* Martin Fridson, Fernando Alvarez and Martin S. Fridson. Wiley, 3rd edition. (2002).
- *Competitive Advantage: Creating and Sustaining Superior Performance.* Michael E. Porter. Free Press; 1st edition. (1998).
- *Finance and Accounting for NonFinancial Managers* Steven A. Finkler. Prentice Hall(2002).