

The University Of Toledo

New Graduate Program Proposal

* denotes required fields

College*:

Dept/Academic Unit*:

Contact Person*: Phone: (xxx - xxxx) Email:

Program Code*:

Program Name*:

Degree to be granted (if applicable):

Minimum number of credit hours for completion*:

Proposed effective term*: (e.g. 201140 for 2011 Fall)

List all courses which comprise the certificate or degree and identify term offered (summer/fall/spring):

EMSL6000 (Spring)
 EMSL6100 (Spring)
 EMSL6200 (Summer)
 EMSL6300 (Summer)
 EMSL6400 (Fall)
 EMSL6500 (Fall)
 EMSL6701 (Spring)
 EMSL6702 (Spring)
 EMSL6703 (Spring)

Identify delivery method (Online/in class/off campus):

Please refer to <http://www.utoledo.edu/catalog/> for university catalog.

File Type	View File
Obor	View

Comments/Notes:

See attached proposal for details and support for proposed program.

T.H. on behalf of Graduate Council Curriculum Committee and program the following correction was made 2.15.2017.

EMSL6701 (Fall/Spring) to Spring
 EMSL6702 (Fall/Spring) to Spring
 EMSL6703 (Fall/Spring) to Spring

This new graduate program proposal needs to go the state. Proposal through COGS Dean to the CCGS of the Ohio Department of Higher Education.

Rationale:

The goal of proposed EMSL is to provide the education needed to provide current and prospective sales managers/leaders with the knowledge and skills needed to successfully lead their companies' sales efforts.


Currently there are no specialized graduate degrees that specifically address sales management/sales leadership in the country. Thus, there is an unexploited and sizeable opportunity for a graduate degree targeted specifically to prospective sales managers or existing sales managers. According to the 2016 Occupational Outlook Handbook, sales managers represent a sizeable target market. There were 376,300 sales managers as of 2014 and sales manager positions are expected to grow by 5% per year between 2014 - 2024, thereby adding a total of 19,000 new positions by 2024.

Program 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 :	marcia king-blandford	Date	2017/02/16

print

Administrative Use Only

Effective Date:	2018/01/16	 (YYYY/MM/DD)
CIP Code:	52.1801	
Subsidy Taxonomy:	masters	
Program Code:		
Instructional Level:	masters	

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Processed in Banner on:

Processed in Banner by:

Banner Program Code:

Banner Term Code:

BOWLING GREEN STATE UNIVERSITY AND THE UNIVERSITY OF TOLEDO

**Program Development Plan for
Joint Executive Degree of Master of Sales Leadership**

1) Designation of New Degree Program

The Department of Marketing in the College of Business at Bowling Green State University and the Department of Marketing and International Business in the College of Business and Innovation at The University of Toledo propose to institute a new joint executive **Master of Sales Leadership (EMSL)** degree.

2) Rationale for Designation

The EMSL is designed for individuals who are currently or wish to become sales managers/leaders. Sales managers/leaders direct organizations' sales teams. They set sales goals, analyze data, and develop training programs for organizations' sales representatives. Sales managers or prospective sales managers for a company are typically full-time employees with busy schedules, requiring lots of travel, and are typically located in different geographic locations across the country. Serving their educational needs requires a program that fits with their busy schedules and varied geographic situations. A blended online degree program provides them with an opportunity to advance their education, credentials, and career in a way that fits with their job demands.

BGSU's and UT's Colleges of Business are uniquely positioned to capitalize on this market opportunity for the following reasons:

- a) Faculty members in both Colleges have demonstrated strengths and interests in sales leadership and sales. Combined the Colleges marketing departments have five tenured/tenure-track faculty members in the sales discipline. Its faculty members have published textbooks or scholarly books, as well as numerous scholarly articles, on sales or sales management. With respect to sales faculty, the two Colleges combined currently have more faculty members in sales than any other university in the country including schools with full-fledged sales majors/programs. In addition, both Colleges have undergraduate majors/specializations in professional sales. In addition, UT's College of Business and Innovation also houses the Edward H. Schmidt School of Professional Sales. The first and only school for sales in the country.
- b) BGSU and UT would be the de facto market leaders and accrue significant competitive advantages as a first-mover in the marketplace.

3) Purpose of Program

The goal of proposed EMSL is to provide the education needed to provide current and prospective sales managers/leaders with the knowledge and skills needed to successfully lead their companies' sales efforts.

The proposed EMSL purpose is to assist current and prospective sales managers to:

- a) Improve the knowledge, managerial skills, specialized expertise and performance of professionals working in sales management and sales leadership positions.
- b) Provide advanced learning opportunities in educational disciplines directly related to specific sales leadership competencies.
- c) Prepare participants for the challenges of recruiting, selecting, training, compensating, coaching, motivating and managing an increasingly diverse, competitive and global workforce.
- d) Meet the constantly evolving educational needs of individual participants and firms and the increasingly complex challenges and escalating changes and demands of the customers and markets they both serve.

4) Description of the Proposed Curriculum

In order to maximize the benefits of teaching and learning, the proposed Joint EMSL will be a lock-step, cohort 15-18 month blended learning program requiring the completion of 30 credit hours. Under the proposed design, all individuals must stay within the cohort structure. All individuals enrolled will take the same courses in the same sequence over the duration of the program.

In order to accommodate the needs and schedules of the targeted individuals and companies, the proposed program will incorporate a combination of 1) blended learning format with continuous assessment, 2) intensive capstone residencies, and 3) integrative learning projects.

- a) Curriculum Summary:
The program runs from January to the following March, consisting of Spring, Summer, Fall and Spring terms. An orientation will be offered prior to the beginning of the program and is designed to provide an opportunity for program faculty and individuals in the program to interact and provide an introduction to the program.
- b) The specific curriculum components will include:
 - i) Six Competency-Based Core Courses (24 credit hours):
 - (1) Each Core Course is 4 credits
 - (2) Each course is 12 weeks in duration
 - (3) All courses incorporate a blended learning approach, utilizing multiple distance education methodologies and classroom formats.

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- (4) Class instruction is delivered online (asynchronous and synchronous) culminating in 8 hours of face-to-face class meetings (intensive capstone residencies)
- (5) Using a lock-step, cohort design will enable participants to get to know, interact, and work with the same group of individuals consistently throughout the duration of the program.
- ii) Capstone Experience: Three Integrative Learning Projects (6 credit hours):
 - a. Each Integrative Learning Project is 2 credits
 - b. Each Integrative Learning Project is an independent study with a course supervisor.
 - c. Each Project will require written reports and formal presentations analyzing critical aspects of corporate and client vertical market problems, opportunities, trends and issues.
 - d. Projects will provide each individual with a unique hands-on and integrated learning opportunity to apply and demonstrate the knowledge and skills acquired throughout the program.

Details of proposed curriculum are included in Appendix A.

a) Admission Criteria

- a. The recruitment of the proposed Joint EMSL program will be targeted at two major groups. The first group consists of professionals who already are sales managers/leaders and wish to enhance their opportunity for career advancement, as well as sales professionals looking to move into sales manager/leader positions. The program will specifically target sales managers with 3 or more years of sales management and/or sales experience and salespeople with 3 or more years of sales experience but will not put restrictions on the undergraduate degree.

An undergraduate degree is required for admission and completion of the GMAT, or other suitable test which measures verbal and quantitative skills. Consideration for waiving the GMAT will be assessed for individuals with significant, relevant, and progressive work experience.

b) Program Outcomes

- a. Programmatic Goals for the Executive Master of Sales Leadership
 - i. Master, at a managerial level, the broad core of business knowledge that affects sales organizations and be able to integrate that knowledge into specific solutions to complex business problems facing employers and customers.

- ii. Develop superior analytical and critical thinking skills needed by mid-level and senior sales managers to identify, evaluate, and solve a wide variety of sales challenges including implementation of solutions.
- iii. Graduates will possess the interpersonal skills necessary to be effective in managerial interactions with customers, subordinates, co-workers, team members, boards, competitors, shareholders and other external constituents.
- iv. Possess the research skills necessary to apply business concepts to sales tasks with regard to data collection using research databases, the World Wide Web, and customer relationship management data reports.
- v. A value system that supports the business emphasis on the ethical and societal dimensions of managerial decisions and the consistencies between ethical managerial conduct and shareholder-wealth maximization.

5) Evidence of Need for the New Degree Program

Currently there are no specialized graduate degrees that specifically address sales management/sales leadership in the country. Thus, there is an unexploited and sizeable opportunity for a graduate degree targeted specifically to prospective sales managers or existing sales managers. According to the 2016 Occupational Outlook Handbook, sales managers represent a sizeable target market. There were 376,300 sales managers as of 2014 and sales manager positions are expected to grow by 5% per year between 2014 – 2024, thereby adding a total of 19,000 new positions by 2024.

In addition, four focus groups were conducted with a total of 30 senior sales executives to qualitatively examine interest in the proposed program and to gain insight to possible demand. A summary of the results of the focus groups are included in Appendix B. Results indicated an interest in the program (either personal, or a referral from their organizations). In addition, focus group results shaped the content and the format proposed here.

To quantitatively assess the potential demand for this program, we conducted a nationwide survey asking respondents to indicate the sales leadership competencies that they felt were needed (and education lacking) to do their job as well as to test the utility for graduate education in sales leadership. For this, various combinations of program cost, length, and format were surveyed. Details on these survey results are included in Appendix B.

In summary, a nationwide sample of 300 participants reported the following potential demand for enrollment in a Master of Sales Leadership degree program:

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Q16.1 - If a graduate program were designed to reflect your preferences as indicated in the above questions, how likely would you be to:

36% would be likely to "Enroll in this program if you were funding it yourself"

90% would be likely to "Enroll in this program if your company provided funding support"

59% would be likely to "Refer someone to this program"

Based on these statistics, we estimate that meet our prospective enrollment requirements (see section VI.) will be achievable.

Moreover, today's sales executives face a fiercely competitive environment that is in a constant state of flux. The environment confronting them is one of rapidly changing competitors and technology, more demanding and knowledgeable customers, diminishing customer and employee loyalty and increasing consolidation in many industries.

The importance and cost of building, managing and operating a sales force is often the single largest operating expense for firms. While a firm's total advertising expenditures may be three to four percent of net sales, the total expense related to sales personnel may be fifteen to twenty percent of net sales. For many firms, the sales force is one of their most important assets. Changes in the world of business have significantly altered what it takes to excel in today's and tomorrow's complex sales environment.

The sales manager, just one of numerous titles designating sales leadership responsibility, is the primary director of these critical business decision making interactions and, in essence, is responsible for managing and leading one of the firm's most important assets. The challenges facing individuals involved in sales management are substantial. Individuals currently in sales management or pursuing a career in sales management must possess not only a more sophisticated knowledge base but also far greater professional skills and managerial competencies than required in the past.

This situation is complicated by the fact that many of the firms contacted report a pending leadership gap. With many pending retirements and a significant portion of current sales management prospects being younger and with less sales experience, these firms are facing challenges in finding and developing new sales leaders.

As complex as the role of sales manager has become, the career ladder to sales management at most companies is still by way of a successful career in sales. Companies typically select their top salespeople to be sales managers on the assumption that the skills and knowledge

that made them great salespeople will also make them great sales managers. Unfortunately, as many companies have found, that is not always the case.

The situation is made even worse because most companies fail to provide their sales managers with sufficient training which often sets the newly appointed sales leader up for failure. The erroneous conclusion is “if you can manage customers successfully, you can manage salespeople.” This conclusion has been proven wrong in numerous companies. If the newly appointed sales manager fails, the consequences are severe. The company may lose credibility in the eyes of the sales force, may lose considerable business revenue and momentum in the transition, may increase turnover in the sales force, must also replace the successful salesperson in the territory, often loses one of their best sales persons since they often leave after failing, and must also still must replace the sales manager – sometimes with another sales person – equally unprepared for the new and difficult challenges of sales management.

Even at companies that do provide training for their new sales managers, the managers are typically sent to a two or three-day seminar. While these seminars may provide an overview of basic issues in sales management, the limited time frame does not realistically provide sufficient time or content required to achieve proficiency in the knowledge and skills needed to be successful.

6) Prospective Enrollment

With currently over 376,000 existing managers, a pending leadership gap, and 19,000 new sales management positions coming online over the next few years, there exists a large pool of prospective candidates. The targeted enrollment number for a single cohort is 20-25 students. Given the blended learning format of the program and a consortium of sales faculty that will be involved in offering the degree, we anticipate offering up to four cohorts a year by the fourth year of the program as follows:

- Year 1: 1 cohort (20-25 total students)
- Year 2: 2 cohorts (40-50 total students)
- Year 3: 3 cohorts (60-75 total students)
- Year 4: 4 cohorts (80-100 total students)

The Pro Forma budget illustrated in Appendix D shows the net income potential from this enrollment plan.

In generating these cohorts, a Program Director will work closely with the MBA offices at BGSU and UT which have had success in recruiting working executives and professionals for their professional MBA programs.

Additional enrollment is expected via the offering of the program as an in-house degree program for various companies.

7) Administrative Arrangements for the Proposed Program: Departments and Colleges Involved

The proposed EMSL program will be governed by an oversight committee comprised of the Deans of the Colleges of Business from both universities, a curriculum director appointed at each university from among the Marketing Departments with Full Graduate Faculty status, and the Program Director. This committee will be chaired by the Program Director. The committee will have responsibility for program and curricular changes, faculty vetting and appointment, and ongoing process improvement.

The proposed EMSL program will be administered by a Program Director, that reports into both Colleges of Business. The Program Director reports directly to the Deans of the Colleges of Business. S/he will have to be employed by one university (negotiated by the Deans), and will have a dotted line reporting role to the other university's Dean. The Program Director will be in charge of administering, coordinating, and recruiting. An EMSL Program Committee, consisting of sales faculty members from the Marketing Departments of both Universities will be formed to advise and assist the Program on issues related to academics, programming, course offering, etc. A Program Advisory Board, consisting of individuals from industries that employ sales managers, will also be formed to advise the Program Director on non-curriculum related issues such as corporate relations, program outreach, job placements, etc.

Student support will be provided first and foremost by the consortium. The Program Director will provide admission and curriculum advising to students. Questions and Grievances that cannot be handled at that level will be handled by the Oversight Committee. Technical support will be provided by UT's Learning Ventures Department (where Blackboard is housed). Students will have equal access to all students support services that other students have at both universities (e.g., Career Advising, Counseling).

The UT and BGSU Marketing Departments have a long history of collaboration. For over twenty years, there have been joint initiatives, such as research consortiums, joint research and so forth. In addition, sales faculty members have worked together on previous initiatives and national service. Further, the network of sales faculty colleagues at other universities of the BGSU/UT faculty are extensive and will provide additional faculty needed to teach cohorts beyond our two schools.

8) Special Efforts to Enroll Minority Students and Women

The general population in the U.S. (2015 Census bureau) consists of 50.8% women, 13.3% black, 5.6% Asian, 17.6% Hispanic or Latino. With respect to sales managers, according to the Bureau of Labor 2015 statistics, 43% of current sales managers are women, 6.2% African-American, 5.8% Asian, and 5.6% Hispanic or Latino. In terms of sales people, according to the same source, 61% women, 12.3% black, 5.2% Asian, and 15.3% Hispanic or Latino.

This shows that there are a disproportionate number of women and blacks and Hispanics in sales positions versus sales management, which demonstrates a need to develop more minorities and women into sales management roles.

In order to address this issue, the EMSL program will actively strive to include participation in such organizations as the sales network (a minority trade association) and the National Hispanic Business Association. In addition, the EMSL advertising will target outlets such Diversity MBA Magazine, as well as targeting traditionally black colleges with sales programs such as Tuscaloosa and North Carolina AT&T and women's colleges with professional sales programs like St. Catherine University in Minnesota

There's a clear interest on hiring minorities and women in sales area witnessed by 3M Frontline initiative, created to hire women and minority into premiere sales internships to assure a strong minority pool and great on-boarding of these candidates.

9) Faculty and Facilities Available for the New Degree Program

Both BGSU and UT and their respective College of Businesses have the resources needed to meet the needs of the proposed Executive Master of Sales Leadership. These include physical as well as online facilities/capabilities:

- a) Need for Additional Faculty: The EMSL will be delivered by sales faculty from both BGSU and UT, a consortium of sales faculty from universities from around the country, and high profile sales executives with specific subject matter expertise. Appendix C provides bios of the initial list of sales faculty expected to participate in the program. All faculty members will be required to obtain graduate faculty status. Any curricular materials developed or used by consortium faculty will be considered the intellectual property of BGSU and UT. Any use or reproduction of this intellectual property without the express written consent of BGSU and UT will be prohibited.
- b) Physical facilities:
 - i) UT's Edward H. Schmidt School of Professional Sales along with its

Huntington Sale Lab as well as BGSU's College of Business' Communication:
The Huntington Sale Lab provides a high-tech and innovative approach to the instruction and training of individuals in the delivery of reports, negotiation skills, and face-to-face dialog with business professionals.

- ii) The labs allow individuals to refine their interpersonal skills in a simulated-real world setting.
- c) Online facilities/capabilities:
 - i) Video-conferencing and distance learning functions are also supported by UT's Learning Ventures and BGSU's eCampus.
 - ii) Access to extensive online library resources.

10) Projected Additional Cost Associated with the New Degree Program and Adequacy of Expected Subsidy and Income

The EMSL program is cost-effective for both Colleges of Business and Universities. It requires modest start-up resources that are associated with hiring the Program Director, advertising, recruiting and related matters. The enrollment will consist of tuition-paying students from a variety of firms across the country (see section V above). A detailed 4 Year Pro Forma for the proposed program is provided in Appendix D.

11) Business Support

Sales executives have provided letters in support of the proposed EMSL program and are included in Appendix E.

12) University of Support

In the development of this proposal, both Deans and Associate Deans, both Curriculum Directors, and Faculty with an interest in Sales at both Colleges of Business at both Bowling Green State University and The University of Toledo have collaborated on the development of this proposal. Support from the Graduate College Deans was also obtained.

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Appendix A

Executive Masters in Sales Leadership (EMSL) Curriculum

The **proposed curriculum** is 30 credit hours across 6 core courses (including 3 intensive capstone residencies) and 3 integrated learning capstone experience projects as follows:

Core Courses

Areas of Focus	Proposed Course Offerings*	Cr.
<i>General Leadership Acumen</i>	EMSL6000 – Sales Leadership	4
<i>Process Management</i>	EMSL6100 – Sales Planning and Processes	4
<i>Business Acumen & Analytics</i>	EMSL6200 – Finance, Business Acumen & Data Analytics	4
<i>Sales Technologies and Automation</i>	EMSL6300 – Salesforce Automation and Technology	4
<i>Building the Sales Organization</i>	EMSL6400 – Sales Talent Acquisition, Development and Management	4
<i>Developing and Managing Salespeople</i>	EMSL6500 - Sales Motivation and Evaluation of Performance	4

Integrated Learning Capstone Experience (Supervised Independent Study)

Areas of Focus	Proposed Course Offerings*	Cr.
<i>Industry Analysis</i>	EMSL6701 - Industry Analysis – A Sales Management Perspective	2
<i>Company Analysis</i>	EMSL6702 - Corporate Sales Assessment and Strategy Development	2
<i>Customer Analysis</i>	EMSL6703 - Leading Major, National and Key Account Salesforces	2

Total 30

Executive Masters in Sales Leadership (EMSL) course outlines:

1. Title of Course: **Sales Leadership**
Course Number: **EMSL6000 (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:

Course will develop a context-specific in depth conceptual and applied understanding of both the strategic and interpersonal processes required to develop a successful proactive sales culture within diverse types of businesses. The sales planning, problem solving, interpersonal and communication skills, goal setting and accountability used by successful sales leaders will be researched, discussed and evaluated. Developmental recommendations for sales leadership improvement will be made, monitored, and revised throughout the program.

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:

Course focus will include establishing a vision for the sales organization and developing the individual style, characteristics and skills required to lead, manage and motivate followers, manage across the organization and up the management hierarchy to achieve sales management goals. Students will learn decision making, problem solving, and critical thinking; requisites for successful leadership and management

5. Student Learning Outcomes:

Upon completion of this course students will be able to:

 - Apply key leadership principles to critical sales leadership situations.

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- Understand and apply interpersonal processes required to lead an effective sales force.
- Create a successful proactive sales culture.
- Demonstrate competence in problem solving, communication skills, goal setting and accountability needed in the sales context.
- Apply Sales Leadership Best Practices from recognized individual and organizational leaders.
- Apply conflict resolution concepts and skills to overcome situations related to sales management in group and individual settings.

6. Topical Outline of Course Content:

- Sales Leadership: Nature, Rewards, Roles And Responsibilities
- Leadership and Supervision of a Sales Force
- The Emerging Leader Process and Leadership styles
- Defining the New Breed of Sales Manager
- Meeting Tomorrow's Sales Leadership Challenges Today
- Leading Change in the Sales Organization
- Sales Cultures and the Ability to Communicate them
- Emotional Intelligence
- Manage Critical Team and Customer Account Relationships
- Managing Sales Team Conflict
- Problem Solving in the Selling Context
- Sales Team and Morale Building/Handling Rejection
- Sales Manager Delegation and Negotiation Skills
- Running Successful Sales Meetings
- Ethical and Legal Responsibilities of Sales Managers

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

- Individual leadership qualities will be assessed, practiced, video recorded and analyzed in critical organizational sales management situations.
- 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, 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/Role Playing 25%
- Exams 25%
- Case Analysis 25%
- Project 25%

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9. Suggested Readings, Texts & Objects of Study:

- *Implementing a Successful Sales Strategy: Leading Sales Executives on Generating Demand, Developing Cross-Functional Teams, and Harnessing Technology for Growth (Inside the Minds)* by Matt Nyberg, WEST GROUP, Joseph M Buron, Kevin Krone, Dave Millheiser, Paul A Gangi, III, Stephen T Eckhart (June 1, 2010)
- *Sales Force Management: Leadership, Innovation, Technology* by Mark W. Johnston, Greg W. Marshall.. Routledge, (April 14, 2016)
- *The Oxford Handbook of Strategic Sales and Sales Management* by David W Cravens, Nigel F. Piercy, Kenneth Le Meunier-FitzHugh (January 2011)
- *Visionary Sales Leadership: How Senior Executives Can Erase Status Quo Myths and Build Superior Sales Organizations* by Don McNamara Heritage Associates, Inc. (January 23, 2006)
- *The Trusted Leader: Bringing out the Best in Your People and Your Company.* Galford, Robert, and Anne Seibold Drapeau.. New York: The Free Press, 2003.
- *Strategic Sales Leadership: Breakthrough Thinking for Breakthrough Results* by The Sales Educators South-Western Educational Pub; 1 edition (September 19, 2005).

10. Bibliography:

- *The Sales Leader's Workbook* by Nathan Jamail, Kyle Cupp (December 1, 2008)
- *Sales Manager Survival Guide: Lessons from Sales' Front Lines* by David A Brock Partners in EXCELLENCE; 1 edition (May 17, 2016)
- *Nuts and Bolts of Sales Management: How to Build a High Velocity Sales Organization* by John Treace Emerald Book Company (March 1, 2011)
- *ProActive Sales Management: How to Lead, Motivate, and Stay Ahead of the Game* by William "Skip" Miller AMACOM; 2 edition (July 15, 2009)
- *Sales Leadership Strategies: Top VPs on Increasing Sales & Inspiring Your Team* by Aspatore Books Aspatore Books (March 2005)
- *Leading the Sales Force: A Dynamic Management Process* by René Y. Darmon Cambridge University Press; 1 edition (January 8, 2007)
- *Rethinking Sales Management: A Strategic Guide for Practitioners* by Beth Rogers Wiley (August 24, 2007)
- Prabhakant Sinha, Andris A Zoltners. "Global sales effectiveness initiatives: What works and what does not?" *Journal of Medical Marketing*, 5.1 (2005): 19-26.
- Scott B MacKenzie, Philip M Podsakoff, Gregory A Rich. "Transformational and transactional leadership and salesperson performance." *Academy of Marketing Science Journal* 29.2 (2001): 115-134.
- Dianne Ledingham, Mark Kovac, Heidi Locke Simon. "The New Science of Sales Force Productivity." *Harvard Business Review* 84.9 (2006): 124-133.
- Lynette J Ryals, Beth Rogers. (2005). "Sales compensation plans - One size does not fit all." *Journal of Targeting, Measurement and Analysis for Marketing*, 13(4), 354-362.

Executive Masters in Sales Leadership (EMSL) Course Outline

1. Title of Course: **Sales Planning and Processes**
Course Number: **EMSL6100 (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:

Sales Planning and Processes examines essential principles of planning and strategically managing the sales process and the sales force in a global marketplace. The course positions the sales leader as a business owner / entrepreneur required to manage multiple and complex issues with minimal “corporate” support. This course will require interaction with a variety of internal and external contacts. Participants will assess, research, and report on real world issues including organizational structure and policies, ethical conflicts, cultural / ethnic diversity, legal issues, and multi-national topics.

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:

Course provides frameworks and tools to target and implement improvements in sales, business development, and strategic sales management processes. Course explores fundamental principles of sales operations, develops an analytic framework for identifying and evaluating alternative sales strategies, and explores various approaches to sales.

5. Student Learning Outcomes:

Upon completion of this course students will be able to:
 - Develop and write comprehensive, integrated sales plans

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- Utilize various sales forecasting techniques
 - Analyze and diagnose sales processes for improved performance
6. Topical Outline of Course Content:
- Organizational Buying Behavior
 - Understanding Sales Cycles
 - Developing a Sales Process
 - Strategic and Operational Sales Planning
 - Analyzing Market Potential and Sales Potential
 - Estimating Market and Sales Potentials
 - Customer Account Analysis
 - Territory Potentials
 - Sales Forecasting
 - Sales Force Organization
 - Integrating the Sales Function with Other Business Functions
 - Strategic Sales Force Management
 - Making Tough Sales Strategy Choices
 - Adapting Sales Strategy to the Competitive Environment
 - Sales Force Performance Evaluation
 - The Sales Management Audit
7. Guidelines and Suggestions for Teaching Methods and Student Learning Activities:
- This course will evaluate best practices across global sales and marketing organizations to study methods to systematically increase the organizational capability in delivering business development results.
 - Class discussion and lectures. Sales simulations, group and individual exercises and projects for skill development.
8. Guidelines and Suggestions for Methods of Student Assessment:
- Class Participation 20%
 - Cases and Simulations 20%
 - Exams 30%
 - Project 30%
9. Suggested Readings, Texts & Objects of Study:
- *Mastering Your Sales Process: How to Create a Winning Sales Process for You, Your Boss, and Your Prospects* by David Masover (Feb 4, 2010)
 - *Fundamentals of Demand Planning and Forecasting* by Chaman L. Jain, Jack Malehorn, (2012)
 - *Hyper Sales Growth: Street-Proven Systems and Processes. How to Grow Quickly and Profitably* Jack Daly (April 22, 2014)
 - *Forecasting: principles and practice* by Rob J Hyndman, George Athanasopoulos (October 17,

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2013)

- *Demand-Driven Forecasting: A Structured Approach to Forecasting Hardcover* by Charles W. Chase (August 10, 2009)
 - *Sales Management Power Strategies: Building a replicable and scalable sales process.* Paul R. Dimodica. Johnson & Hunter (June 5, 2006).
 - *Sales Forecasting: A New Approach.* Thomas F. Wallace. Robert A. Stahl. T. F. Wallace & Company (January 2, 2002).
 - *Integrated Sales Process Management: A methodology for improving sales effectiveness in the 21st Century.* Michael W. Lodato. AuthorHouse (May 17, 2006).

10. Bibliography:

- *Aligning Strategy and Sales: The Choices, Systems, and Behaviors that Drive Effective Selling,* Cespedes, Frank V. Harvard Business Press, 2014.
- *Beyond the Sales Process: 12 Proven Strategies for a Customer-Driven World* by Steve Andersen, Dave Stein, Jeff Cummings, (April 4, 2016)
- *Sales and Operations Planning How To Run an S&OP Process Everyone Understands by* Duncan McLeod, Kathleen McLeod, Doug Dedman, Ben Stackhouse (2016)
- *Sales Process Engineering: A Personal Workshop.* Paul H. Selden. ASQ Quality Press (November 1996).
- *Introduction to Sales Process Improvement: Gaining More of the Right Customers at Higher Margins and Lower Costs with Lean and Six Sigma.* Michael J Webb. Sales Performance Consultants, Inc. (June 8, 2005).
- Tony Alhadef. "Engaging The Sales Organization for A Better Forecast. " *The Journal of Business Forecasting Methods & Systems* 23.1 (2004): 7-10.
- Gwin, John M., Perreault, William D., Jr.. "Industrial Sales Call Planning. " *Industrial Marketing Management* 10.3 (1981): 225.
- Lidstone, John. "How to Plan the Sales Operation. " *Marketing Intelligence & Planning* 8.4 (1990): S1.
- Ron D'Andrea (2005). Executing profitable sales negotiations: selling value, not price. *Industrial and Commercial Training*, 37(1), 18-24.

Executive Masters in Sales Leadership (EMSL) Course Outline

1. Title of Course: **Finance, Business Acumen & Data Analytics**
Course Number: **EMSL6200 (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 prepares participants to effectively analyze and interpret client financial data, business trends, operating results, industry norms and a wide range of metrics and business intelligence in order to strengthen the financial impact of sales proposals and business propositions, and to effectively manage the sales 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 be prepared to effectively utilize their employers' and clients' financial and operational data, data analytics and business intelligence to coach and develop a sales force, to make more effective client proposals by focusing on decision making processes and to utilize ROI analysis and related metrics in the business development, strategic planning and proposal process.

5. Student Learning Outcomes:

Upon completion of this course students will be able to:
 - Effectively analyze and interpret client financial data, business trends, operating results, industry norms.
 - Use data analytics and business intelligence to grow sales
 - Incorporate a wide range of financial statements and data in order to strengthen the

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financial impact of sales proposals and business propositions.

- Write more effective sales proposals by demonstrating understanding of client and industry financial information.

6. Topical Outline of Course Content:

- Fundamental Interpretations Made from Financial Data
- Determining Sales Force Priorities
- Basic & Managerial Sales Accounting
- What the Sales Force needs to know about Financial Statements
- Introduction to Budgets and Preparing the Master Sales Budget
- Capital budgeting decisions regarding major sales force purchases
- Relevant information and Decision Making with a Focus on Sales and Revenue
- Using Data Analytics
- Business Intelligence
- Drawing Conclusions from CRM and Sales Statistical Data
- Developing and Measuring Performance Metrics
- Understanding Purchasing Decisions & Trends
- Analyzing Customer Profitability
- Pipeline Analysis

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

- Case studies will be utilized to assess proposals using financial data in presentations.
- 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.
- Case studies will be utilized to plan, develop, and practice proposal preparation and presentation using financial benefits and value propositions.

8. Guidelines and Suggestions for Methods of Student Assessment:

- Class Participation 20%
- Cases and Simulations 25%
- Exams 30%
- Proposal / Presentation 25%

9. Suggested Readings, Texts & Objects of Study:

- *Financial Intelligence, Revised Edition: A Manager's Guide to Knowing What the Numbers Really Mean* by Karen Berman, Joe Knight, John Case (February 19, 2013)
- *Financial Statements: A Step-by-Step Guide to Understanding and Creating Financial Reports* by Thomas R. Ittelson (August 15, 2009)
- *Finance and Accounting for Nonfinancial Managers: All the Basics You Need to Know* by

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William G. Droms, Jay O. Wright 7th ed. Edition (June 2, 2015)

- *The McGraw-Hill 36-Hour Course: Finance for Non-Financial Managers 3/E (McGraw-Hill 36-Hour Courses)* by H. George Shoffner, Susan Shelly, Robert Cooke December 16, 2010
 - *What the CEO Wants You to Know: Using Business Acumen to Understand: How Your Company Really Works.* Ram Charan. Crown Business; 1st edition (February 13, 2001).
 - *Performance Dashboards: Measuring, Monitoring, and Managing Your Business.* Wayne Eckerson. John Wiley & Sons (January 2006).
 - *Finance and Accounting for Nonfinancial Managers: All The Basics You Need to Know.* William G. Droms. Perseus Publishing; 5th edition (April 15, 2003)

10. Bibliography:

- *The Essential CFO: A Corporate Finance Playbook* by Bruce P. Nolop, Wiley; 1 edition (May 1, 2012)
- *Seeing the Big Picture: Business Acumen to Build Your Credibility, Career, and Company* by Kevin Cope (March 6, 2012)
- *The Essentials of Finance and Accounting for Nonfinancial Managers 2nd Edition* by Edward Fields (March 15, 2011)
- *Finance for Non-Financial Managers.* Gene Siciliano. McGraw-Hill; 1st edition (April 25, 2003).

Executive Masters in Sales Leadership (EMSL) Course Outline

1. Title of Course: **Sales Force Automation and Technology**
Course Number: **EMSL6300 (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 impact of the wide range of sales force automation technology, the increasingly pervasive influence of the internet, social media, and emerging information management technologies on sales management, policies and procedures. Participants will study sales technology implementation and the management of prospects and clients throughout the sales cycles utilizing key technology based analytical sales metrics and report tools for sales management decision making case studies.

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:

Specific areas of study will include issues, problems and opportunities involving customer relationship management (CRM) systems, sales force automation and social media on sales process, managing the salesforce including virtual office challenges, internet / web based applications for recruiting, training, reporting and sales support, managing multiple sales channels, and best practices for selecting and implementing technology based sales management initiatives.

5. Student Learning Outcomes:

Upon completion of this course students will be able to:

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- Demonstrate proficiency in using sales force automation and customer relationship systems.
- Utilize new and developing technologies and sales channels (including social media) in selling and sales management.
- Propose relative benefits of various sales systems for given organizational parameters.
- Write effective sales tracking / performance reports.

6. Topical Outline of Course Content:

- Overview of Sales Force Automation Technologies
- Sales Models, Functions, and Tool
- Planning for Sales Force Automation
- Selecting Sales Force Automation Tools
- Managing in a digital world
- Capitalizing on Social Media for the Sales Process
- Integrating Multiple Sales Channels
- Managing The Sales Cycle
- Managing and Tracking the Customer Account Relationship
- Transforming Sales Data into Knowledge
- Supporting Geographically Dispersed and Extended Sales Enterprises
- The Strategic Advantage of Speed in the Sales Process
- Reduce The Costs of Selling Through Sales Force Automation
- Achieving Superior Customer Service Through Sales Automation
- Improving Communications with Sales Force Automation

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

- Participants will study technology implementation and the management of prospects and clients throughout the sales cycles and sales channels by using key technology-based analytical sales metrics and report tools for sales management decision making case studies. Students will be able to manage various technologies and channels to improve financial benefits and value propositions.
-

8. Guidelines and Suggestions for Methods of Student Assessment:

- | | |
|----------------------------------|-----|
| ● Class Participation | 20% |
| ● Technology exercises and cases | 20% |
| ● Exams | 30% |
| ● Project | 30% |

9. Suggested Readings, Texts & Objects of Study:

- *Effective Sales Force Automation and Customer Relationship Management: A Focus on*

Selection and Implementation by Raj Agnihotri (July 26, 2010)

- *Customer Relationship Management: Concepts and Technologies 3rd Edition by Francis Buttle, Stan Maklan (April 8, 2015)*
- *Sales technology: Making the most of your investment. Panagopoulos, Nikolaos, Business Expert Press, 2010.*
- *Sales force management: Leadership, innovation, technology by Johnston, Mark W., and Greg W. Marshall. Routledge, 2016.*
- *Principles of Customer Relationship Management. Roger J. Baran, Robert Galka, and Daniel P. Strunk. South-Western College Pub; 1 edition (March 29, 2007).*
- *Harvard Business Review on Customer Relationship Management. C. K. Prahalad, Patrica B. Ramaswamy, Jon R. Katzenbach, Chris Lederer, and Sam Hill. Harvard Business School Press; 1st edition (January 15, 2002).*

10. Bibliography:

- Rapp, Adam, Lauren Skinner Beitelspacher, Niels Schillewaert, and Thomas L. Baker. "The differing effects of technology on inside vs. outside sales forces to facilitate enhanced customer orientation and interfunctional coordination." *Journal of Business Research* 65, no. 7 (2012): 929-936.
- Weinstein, Luke, and Ryan Mullins. "Technology usage and sales teams: a multilevel analysis of the antecedents of usage." *Journal of Personal Selling & Sales Management* 32, no. 2 (2012): 245-259.
- Marshall, Greg W., William C. Moncrief, John M. Rudd, and Nick Lee. "Revolution in sales: the impact of social media and related technology on the selling environment." *Journal of Personal Selling & Sales Management* 32, no. 3 (2012): 349-363.
- Jridi, Kaouther, Dhouha Jaziri-Bouagina, and Abdelfattah Triki. "The SCM, CRM Information System, and KM—An Integrating Theoretical View: The Case of Sales Force Automation." *Handbook of Research on Information Management for Effective Logistics and Supply Chains* (2016): 239.
- Pentina, Iryna, Ellen Bolman Pullins, and John W. Wilkinson. "Comparing drivers of social media marketing adoption by salespeople in Australia and the USA: a pilot study." *International Journal of Information Systems and Management* 1, no. 1-2 (2014): 146-165.
- Donaldson, Bill, Jong-Ho Lee, and George Wright. "Strategic and organisational determinants of sophistication in deployed sales force automation systems within three industry sectors in the UK." *Journal of Marketing Management* 28, no. 11-12 (2012): 1305-1330.
- Todd McGovern, Joseph Panaro. "The Human Side of Customer Relationship Management." *Benefits Quarterly* 20.3 (2004): 26-33.
- Gary K Hunter, William D Perreault Jr. "Making Sales Technology Effective." *Journal of Marketing* 71.1 (2007): 16.
- Darrell K Rigby, Dianne Ledingham. "CRM Done Right." *Harvard Business Review* 82.11 (2004): 118-129.
- Cheri Speier, Viswanath Venkatesh. "The hidden minefields in the adoption of sales force automation technologies." *Journal of Marketing* 66.3 (2002): 98-111.

Executive Masters in Sales Leadership (EMSL) Course Outline

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

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- 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*

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- 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.

Executive Masters in Sales Leadership (EMSL) Course Outline

1. Title of Course: **Salesforce Motivation and Evaluation of Performance**
Course Number: **EMSL6500 (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:

A key determinant of salesforce performance is individual salesperson motivation. This course focuses on the psychological basis and practical application of motivation as well as the specific influences that motivation has on performance including: rewards systems, sales control systems, personal factors, organizational factors, and environmental factors. Specific salesforce and salesperson performance evaluation and appraisal methods and techniques will be discussed and applied within various salesforce settings and contexts.\

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 salesperson motivation and its effects on individual and organizational sales performance. To do this, the psychological basis for motivation will be explored and applied within various sales organizational contexts. Since salesperson motivation will vary based on the combined effects of individual, organizational, and environmental variables, each of these factors will be explored and tested in a simulated salesforce setting. To fully understand evaluation of performance, students will explore and practice applying various sales performance evaluation measure and techniques and will integrate these into written performance evaluations.

5. Student Learning Outcomes:

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Upon completion of this course students will be able to:

- Understand the process of motivation
- Apply various models to individual salesperson motivation
- Understand the effects of personal characteristics on salesperson motivation
- Understand the effects of various organizational and environmental factors to impact salesperson motivation
- Understand differences between salesforce and salesperson performance
- Apply and practice using both objective and subjective measures to evaluate salesperson performance
- Understand, apply, and practice using both outcome-based and behavior-based sales control systems
- Explore, apply, and practice using various forms of salesforce and salesperson evaluation measures and systems
- Explore and practice using sales context-specific performance appraisal techniques
- Develop and/or augment a performance appraisal document to be implemented within the participant's salesforce

6. Topical Outline of Course Content:

- The Psychological Process of Motivation
- Motivation Models for sales development
- Personal, Career, and Environmental Influences on Salesperson Motivation
- Motivation and Sales Performance effects
- Sales Force Reward Systems and Motivation
- Sales Control Systems
- Managing different skill sets for different roles/career stages
- Objective and Subjective Sales Performance Evaluation
- Salesforce Performance Evaluation Measures
- Salesperson Performance Evaluation Measures
- Objective and Subjective Sales Performance Measures
- Win-Loss Reviews
- Addressing Salesperson Performance Deficiencies
- Salesperson Performance Improvement Plan Development and Action
- Unique aspects of Performance Appraisal for salespeople

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

- Participants will use readings, webinars, outside speakers, and discussion to learn how world class sales organizations motivate their salesforce toward peak performance levels.
- Case studies will be utilized to present real sales organizational problems where motivation and performance evaluation best practices can be applied to improve performance.
- Multiple media delivery will be utilized throughout course including: Class discussion,

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webinars, conference calls and teleconferences.

- Sales simulations, group and individual exercises, assessments and projects will be utilized to develop and reinforce learned skills.

8. Guidelines and Suggestions for Methods of Student Assessment:

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

9. Suggested Readings, Texts & Objects of Study:

- *Salesforce Management*, Johnston and Marshall, 10th edition, (2011), McGraw Hill.
- Cerasoli, Christopher P., Jessica M. Nicklin, and Michael T. Ford (2014), "Intrinsic Motivation and Extrinsic Incentives Jointly Predict Performance: A 40-year Meta-analysis," *Psychological Bulletin*, 140 (4), 980-1008.
- Gillet, Nicolas, Robert J. Vallerand, and Elisabeth Rosnet (2009), "Motivational Clusters and Performance in a Real-life Setting," *Motivation and Emotion*, 33 (1), 49-62.
- Igalens, Jacques, and Patrice Roussel (1999), "A Study of the Relationships between Compensation Package, Work Motivation and Job Satisfaction," *Journal of Organizational Behavior*, 20 (7), 1003-25.
- Ingram, Thomas N., Keun S. Lee, and Steven J. Skinner (1989), "An Empirical Assessment of Salesperson Motivation, Commitment, and Job Outcomes," *Journal of Personal Selling & Sales Management*, 9 (3), 25-33.
- Jaramillo, Fernando, William B. Locander, Paul E. Spector, and Eric G. Harris (2007), "Getting the Job Done: The Moderating Role of Initiative on the Relationship between Intrinsic Motivation and Adaptive Selling," *Journal of Personal Selling & Sales Management*, 27 (1), 59-74.
- Kuvaas, Bård (2006a), "Performance Appraisal Satisfaction and Employee Outcomes: Mediating and Moderating Roles of Work Motivation," *The International Journal of Human Resource Management*, 17 (3), 504-22.
- Mallin, Michael and Ellen Bolman Pullins (2009), "The Moderating Effect of Control Systems on the Relationship between Commission and Salesperson Intrinsic Motivation in a Customer Oriented Environment," *Industrial Marketing Management*, 38 (7), 769-77.
- Miao, Fred C., and Kenneth R. Evans (2007), "The Impact of Salesperson Motivation on Role Perceptions and Job Performance—a Cognitive and Affective Perspective," *Journal of Personal Selling & Sales Management*, 27 (1), 89-101.
- Miao, C. Fred, Kenneth R. Evans, and Zou Shaoming (2007), "The Role of Salesperson Motivation in Sales Control Systems—Intrinsic and Extrinsic Motivation Revisited," *Journal of Business Research*, 60 (5), 417-25.
- Miao, C. Fred, Donald J. Lund, and Kenneth R. Evans (2009), "Reexamining the Influence of Career Stages on Salesperson Motivation: A Cognitive and Affective Perspective," *Journal of Personal Selling & Sales Management*, 29 (3), 243-55.
- Oliver, Richard L., and Erin Anderson (1994), "An Empirical Test of the Consequences of Behavior- and Outcome-Based Sales Control Systems," *Journal of Marketing*, 58

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- (4), 53-67.
- *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.

Executive Masters in Sales Leadership (EMSL) Course Outline

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

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

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- 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).

Executive Masters in Sales Leadership (EMSL) Course Outline

1. Title of Course: **Corporate Sales Assessment and Strategy Development**
Course Number: **EMSL6702 (2 credits)**

2. Description of course:

In this integrated learning project, students will conduct extensive research on their company and demonstrate advanced comprehension of sales, marketing, client requirements, financial data and sales operational strategies, concepts and metrics. Course topics include financial analysis, customer relationship evaluation, assessment of sales / customer conditions within their firm and competitive assessment of their employer's business environment. Students will prepare a written analysis and deliver a graded, board room level presentation to faculty and business assessors on emerging issues and potential sales opportunities for their employer.

3. Course Prerequisites: None

4. Course Objectives:

As a product of research and in person meetings with senior management, sales personnel and functional leaders throughout their organizations, students prepare and present a comprehensive report and executive level presentation including assessment and recommendations for improvements within their sales organization.

5. Student Learning Outcomes:

Upon completion of this course students will be able to:

- Identify major business issues and sales specific challenges confronting their employers.
- Describe in detail the internal organizational factors, competitive threats / opportunities, operational strengths / weaknesses, and customer trends / demands that are impacting sales / management productivity.
- Provide written action plans / recommendations for specific sales / business development initiatives within their firms.
- Provide cost benefit analysis for recommendations.
- Present detailed implementation plans.
- Develop plan implementation, monitoring and evaluation processes.

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7. Topical Outline of Course Content:

- Sales goal setting and planning: Problems / Objectives.
- Intra-company sales organization analysis.
- Determining organizational functions to contact / involve.
- Sales organization planning and change objectives.
- Aligning internal sales processes and company growth goals.
- Internal sales culture, values, and performance measures.
- Sales initiatives and opportunity / cost analysis.
- Analyzing the present sales organization / situation.
- Identifying and managing resistance to change implementation.
- How to introduce a strategic sales management system.
- Resource planning to achieve targeted goals.
- Preparing and presenting action plans for management approval.
- Initiating and confirming resource allocation commitments.
- Implementation plans, progress review and resource control
- Conducting progress reviews.

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

- This research project will require extensive written reports on assigned sales management firm-level 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:

- *Aligning Strategy and Sales: The Choices, Systems, and Behaviors That Drive Effective Selling* by Frank V. Cespedes (September 2, 2014)
- *Sales Strategy for Business Growth* by Julian Clay, Martin Clay (July 22, 2013)
- *Enterprise Growth Strategy Vision, Planning and Execution* By Dharendra Kumar (2010)
- *Sales Management: Strategy, Process and Practice* Javier Marcos Cuevas, Bill Donaldson, Régis Lemmens Palgrave Macmillan, (Jan 4, 2016)
- *Reengineering the Corporation: A Manifesto for Business Revolution.* Michael Hammer, James Champy, James Champy. HarperCollins Publishers. (2003).
- *Ten Rules for Strategic Innovators: From Idea to Execution.* Vijay Govindarajan, Chris Trimble Publisher. Harvard Business School Press (2005)

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- *The First 90 Days: Critical Success Strategies for New Leaders at All Levels.* Michael Watkins. Harvard Business School Press. (2003).
- *Successful Business Plan: Secrets and Strategies.* Rhonda M. Abrams, Eugene Kleiner, Andrew Anker. The Planning Shop. (2003).

Bibliography:

- *Marketing Strategy for Small- to Medium-Sized Manufacturers: A Practical Guide for Generating Growth, Profit, and Sales* by Charles France (May 15, 2013)
- *Creating the Strategy: Winning and Keeping Customers in B2B Markets* by Rennie Gould (October 25, 2012)
- *Building a Winning Sales Force: Powerful Strategies for Driving High Performance* by Andris A. Zoltners, Prabhakant Sinha, Sally E. Lorimer (March 6, 2009)
- *Negotiating with Backbone: Eight Sales Strategies to Defend Your Price and Value (2nd Edition)* by Reed K. Holden (October 22, 2015)
- *Applied Strategic Planning: How to Develop a Plan That Really Works.* Leonard Goodstein, J. William Pfeiffer, Timothy Nolan, J. Pfeiffer McGraw-Hill Companies. (1993)
- *Beyond Strategic Vision: Effective Corporate Action with Hoshin Planning.* Michael Cowley, Ellen Domb. Elsevier Science & Technology Books. (1997)
- *Predictable Surprises: The Disasters You Should Have Seen Coming, and How to Prevent Them.* Max H. Bazerman, Michael Watkins, Michael D. Watkins. Harvard Business School Press. (2004)
- *The Business Planning Guide: Creating a Winning Plan for Success.* David H. Bangs, Janice Hastings. Kaplan Publishing. (2002).
- *Contemporary Strategy Analysis.* Robert M. Grant. Wiley, John & Sons, Incorporated. (2007).

Executive Masters in Sales Leadership (EMSL) Course Outline

1. Title of Course: **Leading Major, National and Key Account Sales Forces**
Course Number: **EMSL6703 (2 credits)**
2. Description of course:

In this integrated learning project, students will demonstrate mastery of both sales leadership and business acumen competencies required to effectively manage a sales force responsible for major / key accounts in critical vertical markets to which their employers' sell.
3. Course Prerequisites: None
4. Course Objectives:

Through industry research and personal interaction with contacts in their employer's key account / major clients, students will learn keystone buyer / purchasing decision criteria as well as unique business issues, trends and competitive nuances confronting key accounts. Students will develop insights into customer business plans, priorities, and projects that represent the best opportunities for a key account sales force to deliver value.
5. Student Learning Outcomes:

Upon completion of this course students will be able to:
 - Understand the mechanics of selling and requisite sales force skills and identify revenue opportunities.
 - Write effective sales performance reports.
 - Demonstrate interpersonal communication skills and effective sales performance skills in the context of selling,
 - Utilize communication skills to overcome sales situations related to conflict resolution.

 - Present an actionable key account expansion plan that extends relationship network within a major account.

 - Leverage existing contacts and network within major accounts to identify new opportunities.
 - Understand the personal and organizational benefits generated by using sales skills in customer dealings, describe the role of sales in the sales organization, and apply these concepts in group and individual customer settings.

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6. Topical Outline of Course Content:

- The rationale for creating a specialized key / major account sales force.
- The organizational, strategic and human resources required to establish and manage a key account sales force.
- Risks and rewards of establishing and managing a key account sales force.
- Recruiting, selecting, training, organizing, rewarding and managing a specialized key account team.
- Key account analysis and planning
- Competitive analysis: opportunities, threats, risks and rewards.
- Building, networking and managing key account relationships.
- Partnering and strategic relationships within key accounts.
- International key account issues: roles and responsibilities.

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

- This research project will require extensive written reports on assigned sales management leadership and account management 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:

- *Handbook of Strategic Account Management: A Comprehensive Resource* by Diana Woodburn, Kevin Wilson (May 2014)
- *Mastering Major Account Selling* by Richard Ruff, Janet Spierer (June 19, 2014)
- *Key Account Management and Planning: The Comprehensive Handbook for Managing Your Company's Most Important Strategic Asset* by Noel Capon (October 15, 2010)
- *Selling to Major Accounts: Tools, Techniques, and Practical Solutions for the Sales Manager.* Terry R. Bacon. AMACOM/American Management Association; 1st edition (1999).
- *Key Account Management: The Definitive Guide.* Malcolm McDonald, Diana Woodburn. Butterworth-Heinemann. (2006).
- *Key Account Management and Planning: The Comprehensive Handbook for Managing Your Company's Most Important Strategic Asset.* Noel Capon. Free Press (2001).
- *Mastering Your Key Accounts: Maximize relationships: Create strategic partnerships: Increase sales.* Stephan Schiffman. Adams Media Corporation. (2006).

10. Bibliography:

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- *Mastering Account Management: 102 Steps for Increasing Sales, Serving Your Customers Better, and Working Less* by Dan Englander (January 12, 2015)
- *Selling to the C-Suite: What Every Executive Wants You to Know About Successfully Selling to the Top* by Nicholas A.C. Read, Dr. Stephen J. Bistriz (September 8, 2009)
- *Account Planning in Salesforce by Donal Daly (March 13, 2013)*
- *The Seven Keys to Managing Strategic Accounts*. Sallie Sherman, Joseph Sperry, Samuel Reese. McGraw-Hill; 1st edition (2003).
- *Key Account Management: A Complete Action Kit of Tools and Techniques for Achieving Profitable Key Supplier Status*. Peter Cheverton. Kogan Page; 3rd ed. (2004)
- *Managing Global Accounts*. Noel Capon, Dave Potter, Fred Schindler. South-Western Educational & Professional Publishing. (2005).
- *Successful Global Account Management*. Nick Speare, Kevin Wilson. Kogan Page, Limited. (2002).
- *Key Account Management in Financial Services*. Peter Cheverton, Bryan Foss, Tim Hughes, Merlin Stone. Kogan Page, Limited (2005).
- *Key Account Plans: The Practitioners Guide to Profitable Planning*. Lynette Ryals, Malcolm McDonald. Elsevier Science & Technology Books. (2007).
- *Key Customers: How to manage them profitably*. Malcolm H. McDonald, Beth Rogers, Diana Woodburn, Beth Rogers. Elsevier Science & Technology Books. (2000).

Appendix B

Summary of Focus Group Findings for Masters in Salesforce Leadership

The following is a summary of the findings from **four focus group sessions** conducted between August 14 and September 30, 2016 to begin to understand and assess the demand for an MS degree in salesforce leadership. In total, **30 salesforce leaders** participated in these sessions which were led by a professional focus group facilitator. The age range of participants was 24 to 55 years with a range of 1 to 30 years of sales management experience. Three of the focus groups were conducted face to face while one was hosted via a conference call (to accommodate participants out of the region).

Below are the questions asked of the panels (**bold italics**) and an interpretive summary of findings compiled from complete transcriptions (available upon demand):

Q: "What are some of the most pressing issues and challenges sales leaders face today?"

Responses can best be summarized in the following three categories:

a. Planning and Organizing the Salesforce

It appears that most of the challenges identified fell into this category of issues which included developing a **sales talent pipeline**; **recruiting, hiring, and retaining sales talent**; **career and succession planning** (i.e., who should be promoted, preparing for baby boomers to retire, etc.). Other issues identified included developing optimal **sales models**; integrating **multiple channels** to maximize organizational sales performance (e.g., field sales, inside sales, telemarketing sales, etc.); understanding the **integration of other intra-company business functions** with sales; **strategic planning and adapting to the changing competitive environment**; and design of **incentive/compensation** plans that motivate salespeople.

b. Managing and Developing the Salesforce

Within this category, sales leaders identified challenges such as **training sales talent** (specifically mentioned was ethical judgement and behavior); **motivating salespeople** across multiple generations (millennials in particular); and effective **coaching** of salespeople across all career stages. Several general management and leadership issues emerged which included: **managing skill sets** of salespeople with **different roles** (e.g., hunters and farmers); dealing with **role conflict** (e.g., balancing company needs with salesforce needs); and **managing the millennial** generation (communications with and dealing with an apparent sense of entitlement).

c. Evaluation and Control of the Salesforce

Among challenges and issues reported in this category were: **setting realistic goals** for salespeople; **selling in a digital world** (includes using technology and social media); need for **balance between selling and coaching**; and getting salespeople to **think critically and analytically** (e.g., drawing qualitative conclusions from statistical data).

Q: “What are some of the most important competencies needed to adequately address the challenges described above?”

Responses to this question are listed below in order of frequency that they were mentioned:

- Financial and data analytical skills
- Leveraging technology for CRM, Salesforce Automation, and Social Media
- Coaching skills
- Emotional intelligence (understanding generational and interpersonal differences)
- Presentation skills
- Critical thinking and problem solving skills
- Internal selling and managing up the line
- Motivating salespeople
- Interviewing skills
- Negotiation skills
- Managing cross-departmental intra-company relationships
- Delegation skills
- Compensation and incentive plan development and management
- Interpersonal skills (communication, messaging, etc.)
- Performance management and evaluations
- Running productive sales meetings

Q: “What opportunities currently exist for you to develop and/or enhance needed sales leadership competencies? Which of these have you participated in? What did you think of them?”

Salesforce leaders reported that the most common opportunities were **sponsored by their own companies**. For the bigger firms (e.g., Marathon, 3M) these programs were more comprehensively designed to develop many of the competencies listed above. Also identified were **University and Community College Sponsored** certificate programs and Seminars (e.g., Northwood, DePaul) and **EMBA programs** with a leadership component (e.g., Case Western). Several participants noted that they took advantage of **American Management Association** and **other Industry sponsored workshops** (e.g., management skills, process improvement; negotiation, consultative selling, major account management). Other means of developmental opportunities were mentioned including **Dale Carnegie** courses, **membership in associations, online resources, networking events, and weekly leadership meetings** (best practice sharing, etc.). In light of these mentioned opportunities, many shared that they have trouble measuring and correlating any sales success to program participation.

Q: “What sales leadership professional and/or academic credentials do you feel are needed for someone to be effective and advance their career? What do you feel would be the benefit to you and your organization?”

Via their comments, slightly more than 50% of the participants agreed that a graduate degree would be necessary to advance their career into sales leadership. This group felt that a graduate degree gives the candidate credibility and reduces the training and development time needed to become a leader. However, this sub-group was split as to whether this graduate degree should be an MBA/EMBA or specialized MS degree program. Participants advocating for the MS degree in Salesforce Leadership suggested that it would give credibility to the sales leader and would help differentiate them (over MBA candidates) however the curriculum would need to be more analytically focused (versus and MBA). Proponents of the MBA/EMBA suggest that all graduate degrees would be viewed the same and because of its general business acumen, is a better choice for sales leaders seeking a graduate degree (e.g., concern that MS degree is too narrow a focus).

Q: “If a graduate degree (e.g., Master’s) program were developed through a University that focused exclusively on sales management/leadership ... what would be the program delivery format, length, and cost?”

The general consensus was that a cohort-based and blended approach would be most appealing and that all instructors should be “seasoned and accomplished”. This format should have a strong face-to-face component complemented with online learning (there was little differentiation discussed between synchronous/asynchronous online). The frequency of face-to-face meetings was varied but a reference to about one weekend per month kept recurring. Several participants inferred a residency component by suggesting “quarterly travel” or “one week-long sabbatical”. It was noted that experiential projects and case study would be a necessary component of the program and that it should be designed to not interfere with a candidate’s full time position. On average, it appears that the recommended length of the program was on average about 15-18 months. Participants had difficulty pricing the program, but tended to agree that it should be priced slightly less than the average EMBA tuition (due to its narrower focus).

Q: “What is the likelihood of you enrolling in a Salesforce Leadership graduate degree program such as this?”

Not everybody responded to this question during the discussions and nobody gave a scaled answer to this question (1-10). We are not sure if it is because we didn't end up asking it that way or they just didn't commit a number. However, the breakdown of individual respondents are as follows:

- 13 individuals offered a direct answer to this question
 - 2 individuals suggested they would enroll
 - 5 individuals suggested that the program would not be for them primarily because of their age, career stage, or having already earned an MBA.
 - However, all 5 of these respondents plus 3 additional respondents agreed

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that it would be an excellent program for someone looking to move into a sales leadership position and agreed they would recommend this program to someone looking to develop or sharpen their sales leadership skills.

- 3 participants remained neutral in that they indicated they would have to further assess the overall program before deciding if they would enroll.

Summary of Nationwide Empirical Survey for Masters in Salesforce Leadership

To quantitatively assess the potential demand for this program, we conducted a nationwide survey of 300 participants. In this survey, each were asked to indicate the sales leadership competencies that they felt were needed (and education lacking) to do their job as well as their preference for various combinations of program cost, length, and format. Detail on these survey results are included below.

Demographics:

65% of sample were between the ages of 26-35

63% held titles of *sales manager*; 37% held titles of *salesperson*

69% had 4-9 years of experience in their positions

61% were *male*

Top 6 states represented in the sample: *California, New York, Illinois, DC, Virginia, Pennsylvania*

Demand Estimation:

36% indicated that they would likely "*Enroll in this program if you were funding it yourself*"

90% indicated that they would likely "*Enroll in this program if company provided funding support*"

77% indicated that their their firm would at least *provide partial tuition support*

59% indicated that they would likely "*Refer someone to this program*"

Utility for Program Features:

Greatest utility for program cost: *\$50,000*

Greatest utility for program length: *15 months*

Greatest utility for program format: *Cohort-based, Blended online with five 2-day face to face residencies*

Appendix C

Faculty Bios, UT-BGSU (in alphabetical order)

Catherine Johnson, Ph.D. University of Toledo

Katy earned her B.A. degree, summa cum laude, in German at the University of Kentucky, her M.B.A. degree from Minnesota State University, Mankato, and her Ph.D. in Marketing at the University of Alabama. She spent one year studying history and German language at the University of Heidelberg in Heidelberg, Germany, completed a study tour of Greece during her M.B.A., and has participated in an international panel and conference in Rouen, France.

Katy has published in journals such as Journal of Business Research, Journal of Personal Selling and Sales Management, and Journal of Marketing Theory and Practice. She recently won an AMS World Congress Doctoral Consortium, an AMA Best Paper Award, and a JPSSM best contribution to theory award. She currently serves on the board of the National Conference in Sales Management.

Dr. Johnson teaches professional selling and advanced sales courses and researches in the area of sales including management control systems, salesperson individual differences, emotional intelligence, and negotiations. Katy spent several years in the banking industry at a community bank where she worked in various capacities including branch management, credit analysis, marketing coordination, and customer service.

Michael Mallin, Ph.D. University of Toledo

Dr. Michael Mallin is a Professor of Marketing and Sales and The Faculty Director for MBA/EMBA programs at The University of Toledo, College of Business & Innovation. He holds a Ph.D. in Marketing from Kent State University, an MBA from The University of Dayton, and a BS in Computer & Information Sciences from The Ohio State University. Dr. Mallin teaches and researches in the area of sales and sales management.

His research interests include salesforce leadership, motivation, and performance issues. His research has appeared in the Journal of Personal Selling & Sales Management, Journal of Business and Industrial Marketing, Industrial Marketing Management, Journal of Marketing Theory and Practice, Journal of Selling & Major Account Management, Direct marketing, an International Journal, Journal of Entrepreneurship Education, American Marketing Association Educators Conference Proceedings, National Conference for Sales Management Conference Proceedings, and Academy of International Business Regional Conference Proceedings. He is the recipient of faculty teaching fellowship and research awards at The University of Toledo and for outstanding teaching as a doctoral fellow at Kent State University.

Prior to joining the University of Toledo, Dr. Mallin's industry experience includes positions as Sales Director for The SBC Corporation, Sales & Marketing Manager, and Account Executive for AT&T Corp.

Ellen Bolman Pullins, Ph.D.
University of Toledo

Dr. Pullins is the Schmidt Research Professor of Sales & Sales Management. She received her Ph.D. in Marketing from the Ohio State University (1996). Dr. Pullins teaches and researches in sales and related areas. Dr. Pullins is active in national and international professional associations, serving in a number of leadership roles. Most recently she is on the Academic Council of the American Marketing Association.

Her research has appeared in *Journal of Marketing Research*, *Journal of Academy of Marketing Science*, *Journal of Personal Selling and Sales Management*, *Industrial Marketing Management*, etc. Dr. Pullins received the prestigious Fulbright award in Spring of 2015 and spent the semester in Helsinki Finland, teaching and researching. She has also won the DeJute Teaching Award, COBA Research Award and Brunner Service Award at UT.

She has won several national awards, including the McBane Special Recognition Award for outstanding service to the profession on an international scale. Prior to her academic career, Dr. Pullins worked in several different functions in the sales division of Hobart Corporation.

David Reid, Ph.D.
Bowling Green State University

Dr. Reid's expertise is in sales. He has over thirty years of experience developing sales professionals in both higher education and private industry. He has long been a champion for professional sales and has been instrumental in developing and establishing innovative university-housed sales programs.

His research focuses on identifying, studying, and providing solutions to the challenges that individuals and firms face every day in achieving superior sales performance. Currently, he is examining sales management practices used by sales managers to identify which sales management practices are used by managers of different sized sales forces. He is also investigating the key traits/competencies sought by companies in hiring salespeople and sales leaders. His research has appeared in such leading journals as *The Journal of Personal Selling and Sales Management*, *Industrial Marketing Management*, *Journal of Supply Chain Management*, among others.

Dr. Reid is most proud of his curriculum development in the area of sales which have served as inspiration and model for other programs around the country. He led efforts to create the first separate major in sales, later the first separate degree in professional sales, and finally, the first Executive Master's degree in sales leadership in the country. As the former Director of the Edward Schmidt School for Professional Sales and Executive Director of the Russ Berrie Institute for Professional Selling, Dr. Reid has managed both academic sales units and a sales training unit.

Gregory A. Rich, Ph.D.
Bowling Green State University

Gregory A. Rich is an Associate Professor of Marketing at Bowling Green State University, where he teaches a variety of marketing courses, including sales force management, professional selling, retail management, and marketing principles. At BGSU, he organizes the annual student sales competition, and regularly coaches sales-oriented students for this and other national competitions.

Rich received his PhD at Indiana University in 1995. His dissertation examined the impact of a sales manager's transformational leader behaviors on the performance of salespeople; and this has led to a stream of research on leadership and performance in a sales context. He is on the editorial review board of the *Journal of Personal Selling and Sales Management*, and has published in this and many other marketing journals, including the *Journal of the Academy of Marketing Science*, *Personnel Psychology*, and more. He is the author of a popular sales management textbook entitled *Sales Force Management* (2016 Chicago Business Press). Prior to his academic career, Rich worked in the advertising industry as a copywriter.

Faculty Bios, Affiliated Faculty (interest confirmed)

Andrea L. Dixon, Ph.D.
Baylor University

The Frank M. and Floy Smith Holloway Professorship in Marketing Executive Director of the Keller Center for Research and the Center for Professional Selling Holding an endowed professorship, Dr. Andrea Dixon provides academic leadership for two centers at Baylor University: the Center for Professional Selling and the Keller Center for Research. She has built Baylor's Center for Professional Selling into one of the top programs in the country. Under her leadership, the *Keller Center Research Report* has featured research by scholars from leading business schools inside and outside of the US.

Dixon's research interests embrace behavioral issues related to sales, service and customer satisfaction. She has published in the *Journal of Marketing*, *Harvard Business Review*, *Organizational Science*, *Journal of the Academy of Marketing Science*, *Leadership Quarterly*, the *Journal of Personal Selling and Sales Management*, and several other journals.

From 1989-2009, she was on the faculty at the University of Cincinnati and was the Executive Director, MS-Marketing program. Through this leadership role, she developed and institutionalized an integrated Capstone experience, where students completed Capstone projects for Procter & Gamble, Hill-Rom Inc., dunhumbyUSA, Sun Chemical, and other organizations. Prior to 1989, Dixon served as Senior Director of Product Development and Marketing at GAMA International. Having completed her Ph.D. at Indiana University-Bloomington, Dixon has received numerous teaching awards: MBA Teaching Award (U.C.), Irwin Publishing's national teaching award, Distinguished Professorship (I.U. MBA students), University-wide award (I.U.) and the Ronald J. Dornoff Teaching Fellow (U.C.). Dixon was named the international Academy of Marketing Science's

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Marketing Teacher Award winner in 2008. During 2014, she received the Excellence in Teaching Award from the American Marketing Association Sales SIG as well as the Hankamer School of Business Teaching Excellence award.

Karen Flaherty, Ph.D.
Oklahoma State University

Karen Flaherty is an Associate Professor of Marketing in the Spears School of Business. Her current research agenda focuses on issues related to the management of frontline sales professionals. In particular, she has studied the motivation, leadership, and control of salespeople. Her work has been published in journals such as the *Journal of the Academy of Marketing Science*, the *Journal of Retailing*, the *Journal of Personal Selling & Sales Management*, *Industrial Marketing Management*, and the *Journal of Business Research*. She is the author of several book chapters, including a chapter on Strategic Leadership in Sales in the *Oxford Handbook of Sales Management and Sales Strategy* (edited by Cravens, Le Meunier-Fitzhugh, and Piercy). She serves on the editorial boards of the *Journal of Personal Selling & Sales Management* and the *Journal of Marketing Theory and Practice*. She received the Richard W. Poole Research Excellence Award from the Spears School of Business in 2008 and 2009.

Karen has taught courses at the undergraduate, graduate, and postgraduate levels at OSU. Currently, she teaches Marketing Strategy (Ph.D. program), Principles of Marketing (undergraduate), and Sales Management (distance course). She was nominated for the Greiner Teaching Award in 2011 and 2005, and was named a faculty member of distinction by the Spears School Business Student Council in 2012. Karen has also taught as a visiting lecturer at Moi University in Kenya, where she delivered a sales management seminar to doctoral students.

Karen is an active member of the American Marketing Association. She has served as sales and sales management track chair for the Summer Educator's Conference, and also as Chair of the AMA Selling and Sales Management Special Interest Group. She is also a member of the Global Sales Science Institute. Prior to entering academia, Karen spent several years working in software sales and later in market research.

Nikolaos Panagopoulos, Ph.D.
The University of Alabama

Nick is Past-Chair of the Global Sales Science Institute and has been working extensively in the areas of *selling, sales management, and strategy*. He has 16 years of experience in *consulting and training* with a large number of organizations in the US, Latin America, Asia, and EU, including Fortune 500 companies.

Nick has contributed 30 articles in scientific journals such as the *Journal of Organizational Behavior*, *International Journal of Research in Marketing*, *Journal of Personal Selling & Sales Management*, *Industrial Marketing Management*, *Journal of Business Ethics*, *Journal of Business Research*, *International Journal of Human Resource Management*, as well as over 40 articles in the proceedings of international conferences.

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He has received many *awards* such as: (a) the 2015 James M. Comer Award for Best Contribution to Selling and Sales Management Theory, *Journal of Personal Selling & Sales Management*; (b) the 2014 Marvin Jolson Award for Best Contribution to Selling and Sales Management Practice, *Journal of Personal Selling & Sales Management*; (c) the Best in Sales Track Paper Award at the 2014 Winter AMA Conference; (d) the Best Paper Award at the 2015 National Conference in Sales Management; and (e) the Neil Rackham Research Grant from the Sales Education Foundation. In addition, one of his papers has been nominated for the 2012 *Journal of Personal Selling & Sales Management's* James M. Comer Award for Best Contribution to Selling and Sales Management Theory.

Nick is the author of the book "Sales technology: Making the most of your investment" (Business Expert Press, New York) while he has contributed one chapter in "Sales Management: A Multinational Perspective" (Palgrave Macmillan, UK).

Robert M. Peterson, Ph.D.
Northern Illinois University

Robert M. Peterson is the White Lodging Professor of Sales and Director of the Sales Program at Northern Illinois University. He holds degrees from Indiana University, George Washington University and the University of Memphis. He was a salesperson for many years selling printing and financial data prior to earning his doctorate. Dr. Peterson earned the American Marketing Association 2002 Innovative Teacher Award, the Innovative Sales Educator Award from the University Sales Center Alliance 2006, the 2010 Hormel Meritorious Teaching Award from the Marketing Management Association, and the 2011 Excellence in Teaching Award by the Sales Special Interest Group of the American Marketing Association.

Dr. Peterson earned several teaching awards at the University of Portland, three Best Session awards at the US Association of Small Business and Entrepreneurship Conference, and a Best Paper at the National Conference in Sales Management. He was chair of the sales department at William Paterson University in New Jersey. Rob served on the board of the National Conference in Sales Management for seven years and is a current board member of the Sales Education Foundation.

Dr. Peterson is the Editor of the *Journal of Selling*, an applied research journal. He has published over 100 refereed conference papers, presentations, and manuscripts, including articles appearing in *Industrial Marketing Management*, *Journal of Personal Selling and Sales Management*, *Business Horizons*, *Journal of World Business*, *Journal of Marketing Theory and Practice*, and the *Journal of Marketing Education*. When not teaching sales courses, Rob enjoys being an Assistant Scoutmaster of a local Boy Scout troop, Tae Kwon Do, wine making, and traveling with his wife and twins.

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Appendix D

Executive Masters in Sales Leadership 4 Year Pro Forma Budget				
Income Statement	Yr 1	Yr 2	Y3	Yr 4
Revenue				
Students	25	50	75	100
Tuition at \$50,000	1,250,000	2,500,000	3,750,000	5,000,000
Expenses				
Class Instruction (6 core classes @ \$18,000)	108,000	216,000	324,000	432,000
Integrative Project Supervision (\$1,000 per student project - 3 projects per student)	75,000	150,000	225,000	300,000
Food during residencies	10,000	20,000	30,000	40,000
Faculty Travel (for 6 faculty travel to residencies at average cost of \$660 per day incl. air)	39,600	79,200	118,800	158,400
Residencies Hotel meeting room facility charges (Six 2-day residencies at \$500/day)	30,000	60,000	90,000	120,000
Student Materials (books, cases, etc.)	40,000	80,000	120,000	160,000
Speaker Fees	60,000	120,000	180,000	240,000
Recognition Dinners	4,000	8,000	12,000	16,000
Curriculum Development	60,000	0	0	0
Program Doordinator (includes 40% for fringes)	84,000	84,000	92,000	92,000
1/2 time Secretary salary (includes 40% for fringes)	35,000	35,000	40,000	47,000
Market research	13,700	0	0	0
Computer	6,000	0	0	6,000
Misc Software	500	500	500	500
Laser Printer	1,500	0	0	0
Stationery	500	500	500	500
Brochures, Leaflets, Posters	10,000	10,000	10,000	15,000
Advertising (print, web, radio)	200,000	150,000	150,000	150,000
Video and digital equipment/software	5,000	5,000	5,000	5,000
Promotional Expenses (lunches, gifts, sponsorships)	5,000	5,000	5,000	5,000
Total Expenses	787,800	1,023,200	1,402,800	1,787,400
Net Income at \$50,000 tuition	462,200	1,476,800	2,347,200	3,212,600
Breakeven Enrollment @ \$50,000	15.76	20.46	28.06	35.75

Appendix E

Letters of Business Support

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January 13, 2017



2700 Oregon Rd., Northwood, OH 43619
419.724.9802 • buckeyebroadband.com

November 16, 2016

Michael L. Mallin, Ph.D.
Professor of Marketing and Sales
The University of Toledo
2801 West Bancroft Street
Toledo, Ohio 43606

Re: Proposed Master of Science in Sales Force Leadership

Dear Professor Mallin,

This is a letter of the strongest support for the proposed **Master of Science in Salesforce Leadership** at The University of Toledo. We have reviewed the findings of the Focus Groups that studied the viability of such an exciting new program and we wholeheartedly agree that there is an urgent, unmet business need for the advanced degree program within the communities we serve locally and across the country.

You may not be aware that Buckeye Broadband is a subsidiary of the 112 year-old privately held diversified media holding company headquartered in Toledo called **Block Communications, Inc. (BCI)**. Our primary operations are in Cable Television, High-Speed Internet, Residential Telephone, Newspaper publishing and Broadcast Television. BCI employs over 3,000 persons nationwide. Combined these companies serve hundreds of thousands of customers each day.

The markets in which we compete across the country are extremely competitive and often dominated by Fortune 100 giants including well-known names like Apple; Google; at & Comcast; and Time Warner to name a few. That makes it incredibly important for us and other local companies like BCI to have the finest, best trained talent within the industry. We have an urgent and ongoing need to identify sales leaders who can plan and organize a sales force, manage and develop sales talent, evaluate and control sales processes, and, much more.

Buckeye has been very fortunate to recruit a number of recent undergrads from the University of Toledo and we are extremely hopeful that they will be able to continue their own professional development by actively pursuing an advanced degree at UT. There remains a critical need, however, to improve competencies in areas like financial and data analytics; salesforce automation; presentation skills; critical thinking and problem solving; negotiation skills; performance management and evaluations.

Personally, I have had the very good fortune to work within the telecommunications industry for nearly four decades on five continents for many of the multinational conglomerates mentioned above. I have spent over 15 years living and working abroad. In every instance and on every assignment, I found that it was the talent of the *people who do the work* that determines whether a company succeeds or fails.

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Buckeye is extremely hopeful and optimistic that UT will be successful in your bid to develop the new advanced degree program. We have a keen interest in collaborating with you on the final development and promotion of such a program locally and throughout the broader regions we serve.

The Master of Science in Sales Force Leadership is a unique concept and we look forward to working with you and your colleagues to make it an unparalleled success from inception.

Please do not hesitate to call on us if we can be of assistance as you continue your pursuit of this novel new addition to your curriculum.

Every best wish,



Jim D. Venne
Director of Sales Operations

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January 13, 2017



November 23, 2016

To Whom It May Concern:

Recently I had the fortunate experience to participate in a focus group at The University of Toledo to research the crafting of an Executive Masters degree program in Sales Leadership (EMSSL). My position as Director of Sales, for a company with customers in 61 countries, requires a strong focus on the sales role but in foreign and domestic markets. A program with a specific emphasis for Sales Leadership is a program that many organizations will strongly benefit from.

As businesses evolve, new generations introduced, and some generations exit, the role and expectations of the sales position is sure to have disruption. Some organizations may find that internal training programs, and teachings through generativity, is longer a proper and effective standard. Providing the resource for an external learning program such as the EMSSL, will make stronger, dedicated, and more efficient salespeople in all industries, both foreign and domestic.

The proposal of this program is appealing to all levels in the sales profession based on the time commitment, the curriculum, and peer-to-peer learning. Because this program is unique, it would be attractive not only local and regional salespeople, but many national companies looking to create a baseline for their sales team.

Designetics, Inc. is strongly committed to assisting in the development of this program through participation. As mentioned above, the world of business is constantly evolving, and there are very few avenues that offer a resource for this knowledge to be shared amongst others. Continuous improvement is a large part of our organizational culture and this program would allow our sales force to become stronger leaders in their profession.

Sincerely,

Bradley A. Spraw

Bradley A. Spraw
Director of Sales
Designetics, Inc.

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November 20, 2016

Michael L. Mallin, Ph.D.
Professor of Marketing & Sales
The University of Toledo/College of Business and Innovation
2801 W. Bancroft St.
Toledo, OH 43606

Dear Michael:

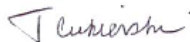
Thank you for the opportunity to be involved in the Perrysburg focus group to discuss the proposed Executive Masters degree program in Sales Leadership.

I believe there is a definite need for this type of program in the market, in addition to the potential of attracting candidates throughout the U.S.

My background has included various sales/sales management positions with Johnson & Johnson/Raritan, NJ, S.C. Johnson & Son/Racine, WI, and Canberra Corporation/Toledo, OH. I have had opportunities to participate in a variety of development programs from all three companies. The idea of combining the various skills required to be successful in today's business environment under one umbrella in the proposed Masters Degree program would be outstanding!

I'll be closing out my career in the next year or two, but, there would be several candidates from our company that this type of program would strongly benefit. Please let me know if I can assist you with the continued development of the program. Thank you.

Sincerely,



Terrence Cukierski
Regional Sales Manager/Eastern Region



Proposed Sales Leadership Consortium - Executive Master of Sales Leadership Degree Program
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CHIEF SALES EXECUTIVE
ADVISORS

1142 Sanctuary Way
Temperance, MI 48182
Phone (973) 985-4254
www.chiefsalesexecutive.com

November 17, 2016

To Whom It May Concern,

This is a letter of support for The University of Toledo College of Business and Innovation Executive Master of Science in Sales Leadership degree.

Over the past 15-years I've had the pleasure of working with The Ed Schmidt School of Professional Sales. I've hired countless interns and graduates from this program and currently employ 12-interns. Having worked as a Chief Sales and Marketing Officer in the Fortune 500 and in small cap companies the need for a master degree program for educating future sales leaders is long overdue.

Students graduating with a bachelor degree in professional sales are capable of hitting the ground running with regard to basic selling skills. However, as they progress into sales management they lack management fundamentals that are unique to leading a sales organization. The EMSSL program will provide these fundamentals and be a first of kind program in the world.

I'm a huge fan of this program being a Master of Science degree as it will focus on the technical aspects of sales management and leadership. This program has the ability to draw aspiring sales managers and leaders from around the county and the world. This program will be attractive to companies of all sizes - - from Fortune 500 to start-ups.

If you need additional information feel free to contact me by phone or email (see below).

Respectfully,

Rick Longenecker
(973) 985-4254
rl@chiefsalesexecutive.com

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Michael L. Mallin, PhD
Professor of Marketing & Sales
University of Toledo College of Business & Innovation
2801 W. Bancroft St., Toledo, OH 43606

Mike:

Thank you for including myself and Owens Corning in your feedback session. I found the curriculum and idea for an Executive Masters in Salesforce Leadership to be innovative and applicable to many of the challenges I see as a Sales Leader.

Many companies I see correlate strong individual performance at the sales representative level to be applicable to being a leader / manager. Although some of this may be true, there is a need in the corporate environment to build up a skill set in leading and developing a sales force outside of day to day selling activities. As a Sales Leader, you are exposed to many more dynamics such as talent planning, compensation programs, business analytics and resource allocation that as a rep... you have little to no exposure to. A program that can teach these skills would be invaluable.

The target audience for such a degree would be high potential front line sales representatives that the company wants to develop into leaders – or newly minted sales leaders like myself that can expand their leadership skills through formal training. This audience would primarily be with corporate sponsors across the nation that would provide great networking opportunities and differential modes of thought as well.

I am not familiar with any other Masters in Sales program within the country, and the ability for Toledo and Bowling Green to collaborate with each other, but also with professors from many other school is highly attractive. As someone that has a specialized Master's in Finance, I can appreciate the 12-18 month course load specific to job application and career path. This makes it attractive for corporations as well so that we can develop talent in a formal yet focused way.

Please keep me informed as the program is developed as I am always willing to provide feedback and learn more myself.

Best regards,

Charles Smith
Sales Operations Leader, Insulation
Owens Corning

Proposed Sales Leadership Consortium - Executive Master of Sales Leadership Degree Program
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Mallin, Michael

From: Jack Reich <jreich@themagisgroup.com>
Sent: Monday, July 18, 2016 2:35 PM
To: Edward Schmidt School of Professional Sales; Pullins, Ellen Bolman; Mallin, Michael
Cc: cbrooks@themagisgroup.com
Subject: RE: UT Sales Focus Groups - EMS Sales Leadership and Social Media Intelligence

Thanks for sharing. I applaud your interest in developing a Masters' program in sales leadership. B2B selling is the toughest job in any organization; made more difficult with constant pressure on pricing and commoditization. Companies no longer invest as they should developing sales people or managers, especially as leaders. We have strong opinion that access to C-Level customers is necessary to create business dialogue in the selling effort. These discussions provoke the necessary elements of innovation to winning big deals and growth momentum.

As a younger sales executive with MCI in the competitive 80's, that company invested in an MBA program for me at Chicago GSB. Companies need to make similar investment in the development of their sales leaders. That learning experience helped me gain greater proficiency with C-level business discussions that we used in the large global account organizations I managed at several companies.

If I can personally be of assistance with some of your research, please let me know. I also have a colleague a short distance from you in Detroit, Curtis Brooks. Curtis developed our own demand generation and Ideation business practice that we have used with several large technology and business services organizations. He may also be a resource.

Best of luck.

Jack

Jack E. Reich
The Magis Group, LLC
www.magisdemandgeneration.com
mobile: 847.910.9015
"achieving more"

From: Edward Schmidt School of Professional Sales [mailto:EdwardSchmidtSchool@UToledo.Edu]
Sent: Monday, July 18, 2016 12:34 PM
To: Jack E. Reich
Subject: UT Sales Focus Groups - EMS Sales Leadership and Social Media Intelligence

Greetings Jack:

The Edward Schmidt School of Professional Sales (ESSPS) in the College of Business & Innovation (COBI) at the University of Toledo is conducting important research and needs your help on two projects.

All information collected will be kept confidential. The presentation of our findings will be in summary format.

Please review yourself and also share, when relevant, with those in your trusted network. We thank you for your support.

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January 13, 2017

Mallin, Michael

From: william ficken <whficken@msn.com>
Sent: Wednesday, November 30, 2016 4:09 PM
To: Mallin, Michael
Cc: David Reid
Subject: Re: Focus Group Follow Up, Proposal Summary, and Special Request

Hello Michael,

I had the privilege of participating in the focus group held at Levis Commons. It was an enjoyable experience. I am a BGSU graduate with a BS in Business Administration from the 1960's...majoring in Marketing and minors in Finance and Speech (RTVF in today's world). A thumbnail of my career is 35+ years in Marketing, Sales Management, regional, district and retail sales. Over 20 years were spent in Senior Level VP responsibilities. Two of the organizations were Fortune 500 companies. The industries included business equipment, building products for residential and commercial new construction, automotive and currently as a Realtor in Northeast Ohio. I have served on many boards, councils and committees including 22 years as a manufacturer's trustee to The National Association of Homebuilders (NAHB) in Washington, DC.

I have had the opportunity to create, produce and implement sales development and training programs for the companies I represented as well as for customers of some of those organizations. I have also participated as a guest speaker in many BGSU CBA classes over the years discussing, competitive analysis of product and competitive analysis of one's self along with mentoring BGSU students since the early 1980's, which I continue to do today.

With this as background, here are my thoughts on the Sales Management MBA concept program. More often than not, senior non-sales oriented VP's, Presidents and CEO's have a perception of the sales function that is often inaccurate and they lack a full and truly functional understanding of what brings in the money. Sales managers in the middle of an organization need to be able to relate sales to their senior officials as well as their immediate staffs as they themselves move "up the ladder". Selling "sales" within an organization is critical. The same can be said for Marketing. An MBA would lend greater productivity and credibility to all who seek greater responsibility.

Many industries look for future sales managers and executives to come from the sales ranks. This thinking is of strong concern to me having witnessed it's failure in a vast majority of cases where I have seen it used. A sales management MBA program could allow companies to expose strong field sales performers to the critical elements of sales management and weed out those who will find that they don't fit the profile. Here is an analogy...Baseball, in my opinion, is far and away the greatest of the four major professional sports. It has a learning/teaching system that not only produces very talented players, but also men who know how to use their talents to achieve on the field and are exposed to management and coaches daily in the dugout. When drafted in their late teens and early 20's, they climb the ladder of "Low Class A" to "High Class A" to "Class AA" and "Class AAA" and finally, if the ability is there, the major leagues. With hard work they can have a career of possibly 12 to 15 years. But how many stay in the game after their playing career ends? Very few! Managers and coaches develop along the way because of the rigors of the game and the education the professional baseball system provides them. There is really no one system like this in the corporate world...particularly in the "sales function".

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Exposure to sales via the CBA classroom creates awareness but cannot provide the field level sales experience...baseball cannot be learned in a classroom, either! Sales has to be experienced and taught at the field level. Therefore, a qualification for the sales MBA program should be a minimum of at least 5 years of successful field/territory selling on a day-to-day basis...and I don't mean computer screen to computer screen either! In the field interacting with people and customers who currently use a product or service and most importantly, those who need to use the product or service. Then the sales person can qualify to apply for the Sales MBA program... call it "AAA" baseball of the business world.

The Sales Management MBA can be used as the "fertilizer" for sales management development by many people in an organization. Senior level executives...unless they came through the sales ranks...need this exposure directly through their staff or by obtaining the designation themselves. The 5 year qualifier for senior execs could be waived if there was no active field experience in their resume.

I sincerely hope that my thoughts are clear as to why I believe an "active" Sales MBA is needed and can benefit many organizations. The "hotshot" sales person thinks only of his/her bank account and recognition trophies! Sales Management must be able to "manage" from the "dugout" on a daily basis with the tools available just like major league baseball!

You have my support going forward.

Regards,

Bill Ficken

Bill Ficken
440-821-1954
whficken@msn.com
Avon Lake, Ohio

From: Mallin, Michael <Michael.Mallin@utoledo.edu>

Sent: Tuesday, November 15, 2016 10:38 AM

To: Steve.Garcia@Stylecrest.net; garyjohnson@aficontractors.com; cpresley@grouptravelfamily.com; mktturner@ups.com; rl@chiefsalesexecutive.com; cbrooks@themagisgroup.com; bspraw@designetics.com; Charles E Osgood Jr.; RWeidmann@Tenneco.com; RScovner@Tenneco.com; MMuzzy@Tenneco.com; sheri_caldwell@andersonsinc.com; Jchristopherson@thermatru.com; mbodnar@buckeyebroadband.com; Paul.Bee@Hockeytown.com; Bbetz@betco.com; Tim.Spehar@univarusa.com; j.davis@trustetc.com; eric@ginkgotree.com; sylvania.talmadge.fsu@chick-fil-a.com; Tim.Spehar@univarusa.com; prhoffman@mmm.com; kelly.sanders@hilti.com; james.hansinger@hilti.com; bryan.new@libertymutual.com; charles.smith3@owenscorning.com; natalie.lampas@thomsonreuters.com; s.slaper@tomjames.com; RWeidmann@Tenneco.com; RScovner@Tenneco.com; MMuzzy@Tenneco.com; Paul.Bee@Hockeytown.com; brian.caulkins@owenscorning.com; jcoughlin@gilbaneco.com; david@csi-dc.com; mac@mrpci.com; Mark.Pringle@lubrizol.com; Clem_Cheng@comcast.com; bob.skowronek@owenscorning.com; bspraw@designetics.com; Jchristopherson@thermatru.com; mbodnar@buckeyebroadband.com; JNagle@bolt-express.com; roger@b2bsalesboost.com; Bbetz@betco.com; jerry.foy@libertymutual.com; mark.kozlowski@crown.com; brian.caulkins@owenscorning.com; jcoughlin@gilbaneco.com; david@csi-dc.com; mac@mrpci.com; terrence.cukierski@canberracorp.com; dan.boehm@kantarRetail.com; bulesra@libbey.com; jheaster@fastenal.com; whficken@msn.com; roger@b2bsalesboost.com; Mark.Pringle@lubrizol.com; JNagle@bolt-express.com; eglcfp@aol.com; Clem_Cheng@comcast.com; bob.skowronek@owenscorning.com;