

The University Of Toledo

New Graduate Course Proposal

* denotes required fields

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

Year Years

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

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

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

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

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

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

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

This course focuses on the 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.

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

File Type	View File
Syllabus	View

14. Comments/Notes:

See attached syllabus for details.

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

15. Rationale:

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

Course Approval:

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

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Administrative Use Only

Effective Date:  (YYYY/MM/DD)

CIP Code:

Subsidy Taxonomy:

Program Code:

Instructional Level:

Registrar's Office Use Only

Processed in Banner on: 

Processed in Banner by:

Banner Subject Code:

Banner Course Number:

Banner Term Code:

Banner Course Title:

Executive Masters in Sales Leadership (EMSL) Course Syllabus

1. Title of Course: **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:

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, 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 (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.