

GETTING TO YES: SUCCESSFUL SALES NEGOTIATION



INSTRUCTOR GUIDE

1/2-DAY COURSE

HRDQ®

GETTING TO YES: SUCCESSFUL SALES NEGOTIATION

Copyright © 2008 TreeLine 2008

Published by HRDQ

2002 Renaissance Boulevard #100

King of Prussia, PA 19406

Phone: (800) 633-4533

Fax: (800) 633-3683

Web: www.HRDQ.com

No part of this publication may be reproduced or transmitted in any form or by any means except as permitted under HRDQ's End User License Agreement, and the 1976 United States Copyright Act (17 U.S.C.) sections 107 and/or 108. Inclusion in any publication, whether for commercial or non-commercial purposes, is prohibited. Requests for permission to reproduce or reuse this content outside the terms of the End User License Agreement, should be addressed to permissions@hrdq.com or (610) 279-2002

For additional Reproducible Program Library licenses please contact the HRDQ Client Solutions Team at (800) 633-4533

The material in this publication is provided "as is." HRDQ disclaims any warranties, expressed or implied, regarding its accuracy or reliability, and assumes no responsibility for errors or omissions. To the extent permissible by law, HRDQ accepts no liability for any injuries or damages caused by acting upon or using the content contained in this publication.

Version 1.0

Last updated September, 2008

ISBN 978-1-58854-479-7

Reproducible Program Library—End-User License Agreement

IMPORTANT! PLEASE READ!

The following terms and conditions are a legal agreement between Organization Design & Development, Inc. DBA HRDQ ("HRDQ") and You, Your organization, its subsidiaries, affiliates, and legal partners ("You") regarding the Reproducible Program Library ("RPL").

You may use the RPL only in accordance with the terms of this agreement as set forth below.

1. License Grant. HRDQ hereby grants You a non-exclusive and non-transferable license to download, reproduce, customize, and otherwise make use of the RPL within the terms of this agreement.
2. Proprietary Rights. The RPL is the sole and exclusive property of HRDQ and/or its authors including all right, title, and interest in and to the RPL. Except for the limited rights given to You herein, all rights are reserved by HRDQ.
3. Term. This Agreement is effective upon acceptance, and will remain in effect in accordance with the term of the license purchased. The specific term of this Agreement is defined on the sale invoice provided You at the time of purchase and available thereafter from HRDQ.
4. Authorized Use of Library. For the term of this license, You may:
 - (a) Store the RPL on a computer,
 - (b) Amend, edit, and change the RPL provided that all original copyright notices, and trade and service marks, remain intact and appear on this agreement and amended versions and reproductions thereof,
 - (c) Print and distribute paper copies of the RPL for educational or training activities, whether with direct employees, students, agents, or clients, and,
 - (d) Resell the RPL, in whole or in part, provided You have a current reseller agreement with HRDQ.

You may not:

- (a) Translate, reverse engineer, decompile, disassemble, or create derivative works based on the RPL,
 - (b) Include the RPL, in whole or in part, in any publication, product or service offered for sale,
 - (c) Lease or loan the RPL,
 - (d) Distribute the RPL through the means of a removable storage medium, such as CD-ROM or DVD,
 - (e) Copy or upload the RPL onto any bulletin board service or public Internet site, or,
 - (f) Sublicense or reassign this license.
5. Termination. Failure to perform in the manner required in this agreement shall cause this license to automatically terminate and HRDQ may exercise any rights it may have. Upon natural expiry of the term, unless renewed by You with HRDQ, access to the download site will be denied and all passwords rendered inactive. Upon termination, for whatever reason, You must destroy all original and amended versions of the RPL, in any and every format, and certify as such, in writing, to HRDQ upon request. All provisions of this license with regard to the protection of the proprietary rights of HRDQ shall continue in force after termination.
6. Warranty. The RPL is provided "as is." HRDQ warrants that the RPL does not violate any copyrights, trademarks, trade secrets, or patents of any third parties. HRDQ disclaims all other warranties, expressed or implied, regarding its accuracy or reliability, and assumes no responsibility for errors or omissions. To the extent permissible by law, HRDQ accepts no liability for any injuries or damages caused by acting upon or using the content contained in the RPL. If any part of the RPL is defective in workmanship or materials, HRDQ's sole and exclusive liability, and sole and exclusive remedy for You, shall be replacement of the defective material. HRDQ's warranty shall survive the termination of this agreement. Some states do not allow exclusions or limitations of implied warranties or liability in certain cases, so the above exclusions and limitations may not apply to You.
7. Permissions. Any other use of the RPL not defined in this agreement is subject to the written approval of HRDQ.

HRDQ, 2002 Renaissance Blvd. #100, King of Prussia, PA 19406, 610.279.2002, www.hrdq.com.

Instructional design and learning philosophy

We are committed to providing the best core-skills content possible for Instructor-Led Training (ILT). The following principles are applied in the development of programs:

Sound Instructional Design

All course content is developed using a variety of research techniques. These include:

- Brainstorming sessions with target audience
- Library research
- Online research
- Customer research (focus groups, surveys, etc.)
- Subject Matter Experts (SME)
- Interviews with trainers

Expert instructional designers create imaginative and innovative solutions for your training needs through the development of powerful instructional elements. These include:

- Learning objectives — effective tools for managing, monitoring, and evaluating training
- Meaningfulness — connects the topic to the students' past, present, and future
- Appropriate organization of essential ideas — helps students focus on what they need to know in order to learn
- Modeling techniques — demonstrate to students how to act and solve problems
- Active application — the cornerstone to learning — helps students immediately apply what they have learned to a real-life situation
- Consistency — creates consistent instructions and design to help students learn and retain new information
- Accelerated learning techniques — create interactive, hands-on involvement to accommodate different learning styles

Application of Adult Learning Styles

Adults learn best by incorporating their personal experiences with training and by applying what they learn to real-life situations. Our experienced instructional designers incorporate a variety of accelerated learning techniques, role-plays, simulations, discussions, and lectures within each course. This ensures that the learning will appeal to all learning styles and will be retained.

Course timing

Module One: Selling and Negotiating: What's the difference?

Type of Activity	Segment	Time
	Course objectives	15
	Selling and negotiating	10
	Selling the concept	10
	The win-win approach	10



Reading







Written
Exercise



Facilitation

Module Two: Preparation—A Key for Success











	What would you do?	15
	Preparation activities	20
	Preparation model	10
	Where does the power lie?	10



Group
Activity

Course timing (cont)

Module Three: Conducting Sales Negotiations

Type of Activity	Segment	Time
	Negotiating guidelines	15
	The negotiating system	10
	Gain the other party's interest and attention	15
	Verify your "key results" claims	10
	Listening and questioning	10
	Keys to effective listening	10
	The power of effective questions	15
	Non-verbal communications during negotiation	15
	Dealing with objections	20
	Using questions to handle objections	15



Reading



Written
Exercise











Facilitation



Group
Activity

Course timing (cont)

Type of Activity	Segment	Time
	Negotiating tactics	15
	Dealing with customer's negotiation tactics	30
Module Four: Summarize and Conclude Your Negotiations Effectively		
	Being negotiations to a close	10
	Case study – "I've got it, I've got it...I lost it"	20
	Summarize and close	10
Module Five: Conducting Negotiations on the Phone		
	Special challenges of negotiating over the phone	10
	Guidelines for effective telephone negotiations	10
	Action plan	10



Reading



Written
Exercise



Facilitation



Group
Activity

Contents

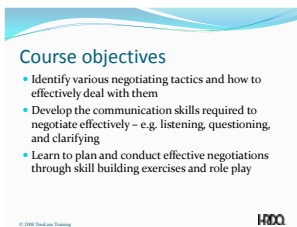
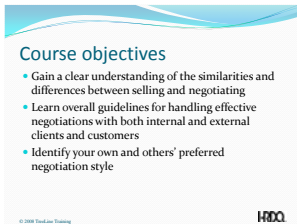
Introduction	i
Instructional design and learning philosophy	iv
Course timing	v
Module One: Selling and Negotiation What's the Difference?	1
Course objectives	2
Selling and negotiating	3
Selling the concept	4
The win-win approach	5
Module Two: Preparation--A Key for Success	7
What would you do?	8
Preparation activities	9
Practice	11
Preparation model	13
Where does the power lie?	14
Module Three: Conducting Sales Negotiations	15
Negotiating guidelines	16
The sales negotiating system	17
Gain the other party's interest and attention	18
Practice	19
Verify your "key results claims"	20
Listening and questioning	21
Keys to effective listening	22
The power of effective questions	23
Non-verbal communications during negotiation	24
Dealing with objections	24
Using questions to handle objections	27

Negotiating tactics	28
Customer's tactics	29
Module Four: Summarize and Conclude Your Negotiations.....	31
Bring negotiations to a close	32
Case study – “I’ve got it, I’ve got it...I lost it”	33
Summarize and close.....	35
Module Five: Conducting Negotiations on the Phone.....	37
Special challenges of negotiating over the phone.....	38
Guidelines for effective telephone negotiations	39
Negotiation action plan.....	40
Appendix	41
Action plan.....	42
Course review	43
Suggested resource list.....	45
Course evaluation	46
Solutions for every training challenge	48

Module One



SELLING AND NEGOTIATING: WHAT'S THE DIFFERENCE?



The topic of effective sales negotiation has become one of the hottest and most studied areas in American business in recent years. In the consumer products industry, it has been of particular importance for a number of reasons:

- 1) Sales transactions are more complex due to the tremendous amount of information available to all negotiating parties.
- 2) Competitive pressures are at an all-time high, and there are ever increasing demands to get maximum performance from the resources available.
- 3) The pace of doing business has quickened, and with it the time pressure brought to bear on parties involved in negotiations has also increased.

Course objectives

Successful completion of this course will increase your knowledge and ability to:

Gain a clear understanding of the similarities and differences between selling and negotiating

Learn overall guidelines for handling effective sales negotiations with both internal and external clients and customers

Identify your own and others' preferred negotiation style

Identify various sales negotiating tactics and how to effectively deal with them

Develop the communication skills required to negotiate effectively – e.g. listening, questioning, and clarifying

Learn to plan and conduct effective negotiations through skill building exercises and role play

This program focuses on our current attitudes regarding sales negotiations, and addresses the skills required to plan and conduct negotiations face-to-face, as well as on the telephone, with internal clients and team members, brokers, and our customers.

Selling and negotiating

Similarities

Both require excellent communication skills; i.e. listening, questioning, clarifying, and speaking clearly and confidently

Both require considerable knowledge of the other party

Both require empathy for the other parties' wants and needs

Both require technical skills as well as human relations skills

Both are at their best when built on a foundation of mutual respect, trust, and honesty

Differences

Selling is principally about *persuasion*

Negotiation is principally about *problem solving, and developing creative solutions* to challenges, which are often complex

***Sell* the concept, program or product – *Negotiate* the terms and conditions**

Sell – To persuade or influence to a course of action

Negotiate – To conduct a discussion of respective wants and needs, leading to a mutually satisfying agreement.

Selling and negotiating

Similarities

- Both require excellent communication skills; i.e. listening, questioning, clarifying, and speaking clearly and confidently
- Both require considerable knowledge of the other party
- Both require empathy for the other party's wants and needs
- Both require technical skills, as well as human relation skills
- Both are at their best when built on a foundation of mutual respect, trust, and honesty

© 2008 HRDQ Training

HRDQ

Selling and negotiating

Differences

- Selling is principally about *persuasion*
- Negotiation is principally about *problem solving, and developing creative solutions* to challenges which are often complex



© 2008 HRDQ Training

HRDQ

The *concept* must be sold before the negotiation process is fully underway

All too often we find ourselves selling and negotiating at the same time

The temptation for a sales trained professional is to continue to persuade when listening, questioning, clarifying, and seeking creative solutions is required

Intro: Since you must sell the concept before you can begin the negotiation process, we'll spend a few minutes looking at selling the concept.



Begin by identifying the client's primary *wants and needs*.

Continue by meeting those wants and needs with *specific benefits* that your product/service provides.

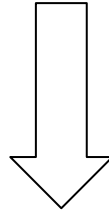
Finally, verify your specific benefits with fact-based, objective *proposals*.

Once the client has agreed to the basic concept, then you can begin the negotiation process.

Selling the concept

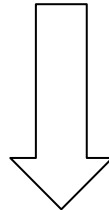
Identify the client's/customer's primary:

Wants
and
Needs



Meet these wants and needs with:

Specific
Benefits



Verify your specific benefits with fact-based, objective:

Proposals

The win-win approach

Your objectives

Negotiating partner's
objectives

	<p>Fairness</p> <p>Equity</p> <p>Results</p>	

This simple win-win model above illustrates how we should think of our negotiating efforts. That is, strive for win-win solutions which benefit both parties equally and create positive and substantial results.

Use the model on this page to describe the concept of "Win-Win."



Note that the best results occur when both parties gain in equal measure from a transaction.

Optional: Ask participants to think of a customer who they have or will negotiate with and have them list the objectives they and the customer might want from the negotiating process. They should try to identify benefits for each party that would represent a true win-win result. Ask for volunteers to share their answers.

