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## Facilitator's Introduction

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### General notes

### Stories and Examples

This program was designed to be customized by you for your region. Various stories and examples may or may not fit your region, either culturally or technically. You are welcome to revise or replace any story or example in this workbook, so long as your replacement conveys the same message as the original.

### Suggested Language Bullets

Each section of content is introduced by a numbered heading. Following the heading you will often see one or more bullets. Those bullets contain *suggested* language you could use to explain the content. You are free to use your own language, using the bullet content to guide you.

- For example, like this.

### Facilitator Notes

Throughout the facilitator's guide, you will find notes directed at you, the facilitator. These are instructions, reminders, and recommendations for customizing. These facilitator notes appear in gray boxes.

For example, like this.

### PowerPoint Slides

PowerPoint Slides have been included. As with stories and examples, you may need to change the slides to better reflect your region. You may also want to remove some slides if you feel there are too many for your teaching style.

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## Facilitator's Introduction, *Continued*

### General notes, *continued*

#### Recommendations for Teaching

To prepare for teaching, read the facilitator's guide thoroughly, then create an outline for yourself on a separate page and practice teaching from the outline. When you first teach the program live, feel free to read directly from the facilitator's guide rather than trying to remember everything. In time, you'll have taught the content often enough that you will need only to look at your outline as a reminder.

#### Blank Notes Pages

In the facilitator's guide, every even page is blank (lines only). This page is for you to use for notes, personal stories and examples, illustrations, etc.

### Icon key

Icons appear in the left margin to remind you of activities and slides.



PowerPoint Slide



Workbook Activity



Flip Chart Activity



Participant Interaction

## Introduction and Course Overview

### Overview

| Section Objectives |                                                                                                                           |
|--------------------|---------------------------------------------------------------------------------------------------------------------------|
| <b>Length:</b>     | 30 minutes                                                                                                                |
| <b>Objectives:</b> | Break the ice, make introductions, go over logistics, review objectives. Participants should feel welcome and settled in. |
| <b>Materials:</b>  | PowerPoint presentation slides                                                                                            |

### Icebreaker



- 1. Begin with an ice breaker.** Below is one possibility, but you can use any ice-breaker you want.
  - Accomplishments.** Pass out a small piece of paper. Make sure it's uniform in size. Instruct participants to write one personal accomplishment from when they were in their youth.
    - For example: *Won a tri-state horse jumping contest when I was 16.*
 Instruct them to fold the paper and give it to you. Then read each paper and ask everyone to guess who it belongs to.
- 2. When finished with the ice breaker, introduce yourself and your credentials.**

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## Introduction and Course Overview, *continued*

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### Logistics

**1. After breaking the ice and making introductions, review course logistics, materials and pre-work.**

- Time of breaks, lunch and finish
- Location of bathrooms
- Turn off cell phones
- Review materials to be used in the course
- Materials: workbook, Before worksheet, pre-work.

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### Course objectives

**1. Before reviewing today's objectives, quickly review the ResMed sales suite by referring to the 4-wheel drive metaphor (see Analysis and Planning).**

**2. Briefly review today's course objectives.**

- At the end of today, participants will be able to:
    - Recognize the elements of an effective negotiation.
    - Recognize the right time to negotiate and understand the consequences of negotiating too soon.
    - Prepare a win-win sales negotiation in advance.
    - Execute a sales negotiation.
    - Manage negotiation tactics.
-

## Key Concepts in Negotiation

### Overview

| Section Objectives          |                                                                                                          |
|-----------------------------|----------------------------------------------------------------------------------------------------------|
| <b>Length:</b>              | 90 minutes for content<br>45 minutes for case study                                                      |
| <b>Teaching Objectives:</b> | To provide participants with terms and important ideas that fully develop the definition of negotiation. |
| <b>Materials:</b>           | PowerPoint presentation slides<br>Participant workbook<br>Case study handouts: Sugar Bowl                |

### What is negotiation?



#### 1. Open by asking:

- *What is the difference between negotiation during a sales call and other kinds of negotiation?*

#### 2. Describe the levels of complexity in negotiations, and explain when sales negotiation occurs.

- Some negotiations may take weeks, months or years to complete and consist of many variables as in the case of a global warming treaty, disarmament, prisoner exchange, labour contracts, etc. Other negotiations may include few variables and be completed “on the spot,” as in the case of selling a car or deciding who gets the corner office.
- Many of your sales calls will not involve negotiations. They are about exploring needs, building relationships, and maintaining existing contracts. **A negotiation only occurs when the customer *wants to buy* and we need to work out the price, deliverables, terms and conditions of the sale.**
- Keep in mind that any sales call can set the stage for an eventual negotiation, so we should always be aware of what we say during a sales conversation that could be used either to our advantage or disadvantage later.

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## Key Concepts in Negotiation, *continued*

What is negotiation?  
*continued*

3. Read the formal definition of negotiation for the purposes of this course:

- Sales negotiation is the process by which differences in price, deliverables, terms and conditions are resolved in order to gain customer commitment.

4. Review the example:

| Negotiation factors | Example of an agreement             |
|---------------------|-------------------------------------|
| Price               | \$12,000                            |
| Deliverables        | 20 VPAP units and clinical training |
| Terms               | Customer pays in 30 days            |
| Conditions          | ResMed delivers within 12 weeks     |

5. Emphasize that agreement includes all four factors.

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## Key Concepts in Negotiation, *continued*

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**The 8 key concepts**

1. **There are 8 important concepts to understand about sales negotiation. Review each in detail with participants. At the end of this section, you will do the first case study.**
  1. Commitment
  2. Mutual interest
  3. Differences
  4. Bargaining Zone
  5. Power
  6. BATNA
  7. Win-win paradigms
  8. Conflict
  - Let's look at each in detail.

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## Key Concepts in Negotiation, *continued*

### 1. Commitment

#### 1. Define commitment and provide an example.

- A negotiation can only occur when both sides are *committed* to making an agreement.
- The concept of commitment is important because there's no sense in trying to negotiate if the other party isn't intending to stick with it until an agreement is reached.

#### 2. Ask: Have you ever started to negotiate with someone when you realized they weren't committed to it? What happened?

### 2. Mutual interest

#### 1. Commitment is a start. But there must also be enough *mutual interest* to make it succeed.

- Mutual interest refers to the fact that we each have something to gain from the other.
- Examples:
  - We want their money; they want our product.
  - We want an exclusive contract; they want more favorable pricing.

#### 2. Ask for other examples of mutual interest.

#### 3. The standard of comparable value must be followed:

- The value that we each provide must be equal. It is important to maintain this standard of comparable value in negotiations. As we will see later, there are times when we can relax that standard in the immediate negotiation, if future value is significant.

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