

<b>1.- SUBJECT</b>	
1.1.- TOPIC (AREA OF KNOWLEDGE)	<b>Commercial Management</b>
1.2.- NAME	<b>Sales and negotiation techniques</b>
<b>2.- LECTURER</b>	<b>Idoia Sáez Olabarria</b>
<b>3.- DETAILS</b>	
3.1.- TYPE	Optional
3.2.- ECTS CREDITS	4,5
3.3.- YEAR	Third
3.4.- SEMESTER	Second
3.5.- LANGUAGE	English
<b>4.- GENERAL COMPETENCIES</b>	CG1   Be able to analyze and synthesize negotiation during any sales scenario.
	CG8   Develop critical and self-critical capacity. Trying to identify causes of sales role rejection.
	CG10   Develop interpersonal skills that allow positive relationships, recognizing and respecting diversity and multiculturalism in the buying-selling process, and with each kind of client.
<b>5.- SPECIFIC COMPETENCIES</b>	CE17   Manage the mechanisms and techniques for a successful prospecting activity, sales activity and commercial negotiation.
<b>6.- CONTENTS</b>	<p>This course focuses on the concept of increasing perceived value through negotiation and provides students with a practical set of techniques, skills and insights which they can apply to their sales and negotiations, enabling them to create profitable and sustainable agreements. They will learn about:</p> <ul style="list-style-type: none"> <li>• The essentials of Selling &amp; Negotiating.</li> <li>• Role/Sales rejection and incidence in results.</li> <li>• The concept of Sales Call Reluctance.</li> <li>• Phases of negotiation and the value of research, discussions, proposals, bargaining and reaching settlement before the agreement.</li> <li>• Negotiation Styles: strategy and tactics in the negotiation process. Choosing approaches and tools.</li> <li>• The nature of win-lose and win-win dynamics and how to reconcile opposing positions without compromising their own interests.</li> <li>• Goals and bottom lines, concessions, positions and interests.</li> <li>• Relevance of cultural and gender sensitivity and territory in negotiation.</li> <li>• Working better as an individual or as a member of a team in a negotiation situation.</li> <li>• How the brain processes information to make decisions.</li> <li>• Verbal persuasion: advanced techniques for listening and questioning.</li> <li>• The role of emotional ability and non-verbal communication in a variety of negotiation situations.</li> </ul>
<b>7. METHODOLOGY</b>	<ul style="list-style-type: none"> <li>• In-person classes with active participation and case studies.</li> <li>• DIDA platform to share documents with assignments, quizzes, summaries and presentations.</li> <li>• Readings: <b><i>“RELENTLESS- The science of barrier busting sales”&amp;“Getting to Yes: Negotiating Agreement Without Giving In”</i></b>. These 2 books are <b>must</b>. Both books are available at the library.</li> <li>• TEAMS collaboration platform that in the event of interactive streaming classes can also be used for videoconferencing as well as during tutoring.</li> </ul>

	<ul style="list-style-type: none"> <li>Videos and podcasts to illustrate concepts.</li> </ul>							
<b>8.- LEARNING OUTCOMES</b>	Proficiently manage verbal and non-verbal communication skills.							
	Developing strong Negotiation skills by distinguishing the various stages in the preparation and delivery process.							
	Knowledge of the psychological aspects of the commercial process to distinguish between the parties' position and interest.							
<b>9.- EVALUATION CRITERIA</b>	<b>Criteria</b>		<b>Competencies</b>			<b>Value (%)</b>		
	Personal work		CG8, CG10			20%		
	Teamwork		CE17, CG 10			20%		
	Exam		CG1, CE 17			50%		
	Participation and attitude		CG1, CG8, CG10, CE17			10%		
	<b>General comments</b>							
	<p>- There are 3 sessions per week: one plenary session of 55 minutes with all students plus a double session (110 minutes) when students will be split into two smaller groups:</p> <ul style="list-style-type: none"> <li>One group will be in class with the professor dealing with case studies, and we will promote interaction, debate and critical thinking.</li> <li>The other group members will be working in the library: <ol style="list-style-type: none"> <li>On theoretical contentfilling in quizzes individually about different readings.</li> <li>On presentations that will be prepared and performed in teams during plenary sessions.</li> <li>On a pitch competition "selling" a change to improve the university.</li> </ol> </li> </ul> <p>- To show the content acquisition and thus, be able to get access to the two exams during the course, it is essential to have submitted the individual and group assignments mentioned above.</p> <p>- There will be two exams, one partial in April and one final. To pass the course it will be necessary to reach at least 5 points (out of 10) in both exams.</p> <p>- The mark on attitude is based on attendance and participation and can be improved if students arrange tutoring sessions for feedback.</p> <p>- To be evaluable in the exam's ordinary call in May-June, it will be an essential requirement to have participated, at least, in <b>80%</b> of the small-group case study sessions. The plenary sessions may be missed without penalty if students provide the professor with advance written notice.</p>							
	<b>Comments on resits</b>							
	<p>-For the written assignments students will repeat only the ones that they failed.</p> <p>-If the oral presentations have to be repeated, they will be done individually and submitted as a recorded video or podcast.</p>							
	<b>Comments on students from previous years (without lecturing)</b>							
Talk to the professor to schedule the different assignments that can ensure the content acquisition without coming to class.								
<b>10.- BIBLIOGRAPHY</b>	<ul style="list-style-type: none"> <li>Suzanne C.Dudley : "RELENTLESS- The science of barrier- busting sales"</li> <li>Roger Fisher, William Ury, and Bruce Patton: "GETTING TO YES: Negotiating an Agreement Without Giving In"</li> <li>Robert B. Cialdini: "Influence – Science and practice"</li> <li>Keith M. Eades: "The new solution selling".</li> <li>Clive Rich: "The YES book"</li> </ul>							
<b>11.- EVALUATION CRITERIA SCHEDULE</b>	<b>Criteria</b>		<b>Jan.</b>	<b>Feb.</b>	<b>Mar.</b>	<b>Apr.</b>	<b>May</b>	<b>Total</b>
	Personal work		20%					20%
	Team work		20%					20%
	Exam					25%	25%	50%
	Participation and attitude		10%					10%

	<b>Total</b>	<b>100%</b>
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