2012

MKTG 667-01A International Sales and Negotiations

Gustavo Demoner
demonerg@xavier.edu

Follow this and additional works at: https://www.exhibit.xavier.edu/marketing_syllabi_fall_2012

Recommended Citation
https://www.exhibit.xavier.edu/marketing_syllabi_fall_2012/13

This Restricted-Access Syllabus is brought to you for free and open access by the Marketing Syllabi 2012 at Exhibit. It has been accepted for inclusion in Marketing Syllabi Fall 2012 by an authorized administrator of Exhibit. For more information, please contact exhibit@xavier.edu.
International Sales and Negotiations
MKTG-667-01
September 21-23 and October 12-14, 2012
FALL, 2012
Classroom TBA
WELCOME!

Dear Students,

I believe it is never too soon to welcome you. So, WELCOME!

Our first weekend together is only in September, but I would love to start getting in touch with you. With all due respect I really love my students, as well as the courses I teach.

Therefore, if that’s okay with you, I would like to get to know you a little better, so I have time to work on our super practical classes in advance, planning cases and games that closely relate to your current/future challenges. My goal is to keep a 90% to 95% of class time devoted to practical assignments, and that’s only possible because you read the books before our first meeting. We still have a couple of months before I even post the syllabus, but you would probably like to know that our books are very, very practical, easy to read, and you can be done with each of those in a couple of hours.

With that in mind, I would really appreciate if you could email me your resume, along with a brief explanation of your reasons for taking our course, as well as the most important things you would like to learn. I invite you to take the learning of international sales and negotiations seriously, because it will be so useful to your personal and professional lives. However, remember to do it with lots of humor, because learning is fun, and I hope we have lots of fun together.

Our goal is that you are all done with reading both books, posting to our blog, watching the assigned videos, and reading the first weekend’s game assignments, before our first meeting. It may sound like a lot, but I assure you that it isn’t. It all takes less than 6 hours, and when considering this is a 12wk equivalent course, it is the same as less than 30 minutes/week, or a Saturday afternoon. You will then be able to learn the most by concentrating on 100% pure negotiation games on both weekends, and that makes all the difference in the world. There is nothing like learning by practicing the real thing 😊

Again, THANK YOU SO MUCH for your trust! It is always wonderful to teach at Xavier. You guys are so great, and I love being with you all.

Sincerely,

Gustavo
Prof. Gustavo Demoner
demoner@gmail.com *
818.914.8499

* Please, always cc my personal email (demoner@gmail.com), as I check that more often.
Negotiation is like a marathon; practice, persistence, planning, and emotional control are required to succeed.
- Gustavo Demoner

The Facilitator - Bio
A graduate of the Franchising University, and the Superior School of War, Gustavo received his MBA in International Business in 1994 at Saint Mary’s College of California, his Bachelor’s in Business Administration from Universidade Federal do Espirito Santo, and has explored a number of professional courses at UCLA, Harvard, NYU, and other venues to keep himself up to date, and challenged. Always negotiating in the business-to- business and business-to-consumer markets, he advises corporations in their sales and marketing challenges. Assisting companies of all sizes, and industries, governments, and non-profits, in developing successful revenue generation strategies, Gustavo has taught marketing, management, and international negotiations courses since 1996. He has also managed a staff of sixty-five consultants and market researchers for a decade. Currently, Gustavo is managing international projects, and is the liaison for implementing solutions for R20 (http://regions20.org/) in Rio, London, Bangladesh, Easter Europe and the US. He is also developing new workshops and courses, and advising a number of start ups.

Introduction – Course Description
The globalization of products and services is a reality. The top ten countries with which the U.S. trades* are: Canada, China, Mexico, Japan, Federal Republic of Germany, United Kingdom, South Korea, France, Taiwan, and Brazil. Succeeding in this era of globalization means to understand values, cultures, and markets in details. Whether the most effective way to acquire that specific knowledge, is through establishing a direct presence in those markets, or developing a strategic partnership, is an answer that requires a lot of planning. In this course, we will study how different sets of values, culture, negotiation styles, strategies, market characteristics, relationships, and planning, all come together, and combined may help you thrive on cross-cultural negotiations. This is a very practical course. You will develop an understanding of a specific set of knowledge, from a number of countries that have a direct impact when negotiating with people from those places. Practical exercises will play a very important role in our course. The course will also use an international case study and a game as the core of our learning process. That will also allow you to polish your marketing skills. Our classes will present you with specific strategic knowledge of international negotiations and marketing planning, a debate on countries, a warm up on planning for your negotiations and creative strategy development, and a time for working on practical exercises. The goal is to acquire a practical set of knowledge on international negotiations, understand the sources of power, learn how to plan effectively, find ways to work differences and similarities towards results, find out how nonverbal communications can help you, and practice negotiations and marketing strategy development. The syllabus may be altered at the Professor’s discretion as circumstances indicate. Please share your thoughts on how the course is meeting your educational-professional needs as we progress. We would welcome, and we expressly invite your candid and (if it makes you more comfortable) anonymous feedback on desired changes or suggestions for improving the course.


Required Course Resources
Other sources used to develop this course


Videos
a. The Walk From "NO" To "YES" - [http://www.youtube.com/watch?v=Hc6yi_FtoNo&list=PLC84F3F91FF918943&index=7&feature=plpp_video](http://www.youtube.com/watch?v=Hc6yi_FtoNo&list=PLC84F3F91FF918943&index=7&feature=plpp_video)
c. Dealing With Difficulty Tactics in Negotiation - [http://www.youtube.com/watch?v=S8mN70MATIA&feature=related](http://www.youtube.com/watch?v=S8mN70MATIA&feature=related)
d. Negotiating for Sustainable Agreements - [http://www.youtube.com/watch?v=e1NHqPDzgoU&feature=related](http://www.youtube.com/watch?v=e1NHqPDzgoU&feature=related)
e. Secrets of Body Language - [http://www.youtube.com/watch?v=AQENwD-QIRA&list=PL967373AB412C6AF5&index=1&feature=plpp_video](http://www.youtube.com/watch?v=AQENwD-QIRA&list=PL967373AB412C6AF5&index=1&feature=plpp_video)
g. Herb Cohen on 'Negotiate This' - [http://www.youtube.com/watch?v=Kb-s2qTqa4M&list=PLC84F3F91FF918943&index=3&feature=plpp_video](http://www.youtube.com/watch?v=Kb-s2qTqa4M&list=PLC84F3F91FF918943&index=3&feature=plpp_video)
h. Salary Negotiation: Do's and Don'ts! - [http://www.youtube.com/watch?v=1sNR10WE5Mo&list=PLC84F3F91FF918943&index=9&feature=plpp_video](http://www.youtube.com/watch?v=1sNR10WE5Mo&list=PLC84F3F91FF918943&index=9&feature=plpp_video)
Objectives and Learning Outcomes

- To acquire a viable set of negotiation tools for various negotiating situations.
- To practice applying principles and tools to different situations.
- To internalize the negotiating principles and tools that work best for you.
- To gain insight into other cultures.
- To practice the application of international negotiation strategies, tactics and closing techniques.
- To practice effective negotiation planning.
- To find ways to work differences and similarities towards results.
- To find out how nonverbal communications can help you.

Methodology:
This course is based on computer assisted lectures and online contributions (5%-10%), and games (90%-95%).

Grading
Grades will be assigned based upon performance on online and classroom activities. Final Grades may be adjusted (curved) upward, but will never be curved downward. Overall, grades will be assigned based upon total points earned in the course as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation and Assignments</td>
<td>50%</td>
</tr>
<tr>
<td>Games and Cases</td>
<td>50%</td>
</tr>
</tbody>
</table>

Grading Scale: A = 90 or more, B=80-89, C=70-79, D=60-69, and F=59 or less. All course grades are final.

Make-Up Examination Policy:
Students who miss the deadline to present any assignment may be granted an extension to do so. However, the maximum points possible may be reduced by up to 25% of the original points available. There are no substitutes for in-classroom cases-games.

Electronic Device Policy:
The use of notebooks, laptops, tablets or other computers, and all types of electronic devices is encouraged, and needed, at all times.

Personal Teaching Philosophy
In teaching this course, I have five primary objectives. These are:

1. My first and foremost priority in teaching is YOU. I care about you. YOU can count on me as someone interested on your progress as an individual, and as a professional. I measure my success based on yours. It is truly a real pleasure to be of assistance to you.
2. My personal integrity and fairness in grading and in the treatment of students' needs. Please respect this priority and work with me to insure its implementation.
3. The creation of an environment that is conducive to learning and that encourages attendance, participation, discussion, and enthusiasm.
4. A focus on thinking and understanding, and insight.
5. Finally, I endeavor to create a classroom environment that is open to (but not uncritical toward) a diverse range of ideas and debate regarding issues related to course topics. Toward this goal, I present myself as a channel or catalyst of ideas rather than solely as a source.

Please be considerate enough to work with me in this class toward reaching these objectives. I need your help in making our course work.
# COURSE SCHEDULE FOR FALL, 2012

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>TO DO LIST</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRIOR TO THE</td>
<td>- Overview. Individual and team assignments.</td>
<td>Your resume, negotiation style, self-introduction, blog participation,</td>
</tr>
<tr>
<td>FIRST WEEKEND</td>
<td>- Introduction to Negotiations-International Negotiations.</td>
<td>study ppts, read case and game instructions, and readings are due.</td>
</tr>
<tr>
<td></td>
<td>- Non-Verbal Communications – Body Language.</td>
<td>Please refer to our BB page for details every day.</td>
</tr>
<tr>
<td></td>
<td>- Body Language in Negotiations.</td>
<td></td>
</tr>
<tr>
<td>SEPTEMBER 21</td>
<td>- Workshop covering the main concepts studied.</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>- Morning session: Quiz + Negotiation cases/games.</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>- Afternoon session: Negotiation cases/games.</td>
<td></td>
</tr>
<tr>
<td>AFTER THE FIRST</td>
<td>- Morning session: Negotiation cases/games.</td>
<td></td>
</tr>
<tr>
<td>WEEKEND, AND</td>
<td>- Afternoon session: Negotiation cases/games.</td>
<td></td>
</tr>
<tr>
<td>PRIOR TO THE</td>
<td>- Cultural Differences, Customs, Etiquette and Gestures,</td>
<td></td>
</tr>
<tr>
<td>SECOND</td>
<td>- Country Project: Brazil, Canada, China, France, Germany, Japan,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Mexico, South Korea, Taiwan, and United Kingdom.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Online Negotiations.</td>
<td></td>
</tr>
<tr>
<td>OCTOBER 12</td>
<td>- Country presentations, Workshop, and planning for the games.</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>- Morning session: Quiz + Planning</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>- Afternoon session: International Negotiations Game.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Morning session: International Negotiations Game.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Afternoon session: International Negotiations Game.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Presentation of Game Results.</td>
<td></td>
</tr>
</tbody>
</table>

The syllabus may be altered at the Professor’s discretion as circumstances indicate.

Always post your assignments to the appropriate discussion forums.
With all due respect, learning negotiation solely by reading a book is like making love via e-mail. Thus, get out there and dare to begin.

- Herb Cohen