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## **Do-it-Yourself Teambuilding for Project Engineers**

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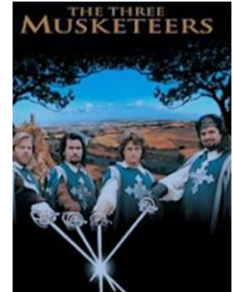
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# Do It Yourself Teambuilding

## What is Team Building?

Well, the first question we should ask about team building is “what is it”?

The simple definitions are usually something like “Together Everyone Achieves More, “we’re getting everybody on the same page”, “everyone working together for the same outcome”, or if you want to be a Musketeer, you can say “one for all and all for one”.



Regardless of the definition that you want to use, it all means the same thing - *that you have everyone working together toward a common outcome.*

So next then the question is, *why would they want to do that?*



When you think about team building, it seems like an obvious answer – *it’s a great idea and everyone should naturally want to do it.*

But when you look at the individuals that make up this team of yours or that are making up the team *trying to function in the real world*, you must ask yourself **why would they want to do this?**

After asking yourself why would they want to do that, then other questions that may come up are typically:

- Why should we do it?
- What do we want out of it?
- Who will do it?
- How will we do it?
- When should we do it?
- How long should it take?
- How do we preserve the gains?



All of those are great questions and we will answer them through this course today.

## Why Should We Do It?

There are two primary reasons where team building is an important strategic decision:

1. There is nothing special coming up, it is just that our team's **day-to-day work performance** needs to improve. (This is **NOT** the focus of this course.)
2. There is a **unique project coming** up and we all need to work together for a maximum chance of success. (This **IS** the focus of this course.)

### Improved Day-to-Day Work Performance



- There may be a sense of general malaise where no one is excited about doing anything.
  - We find more faults with each other than positive points.
  - Maybe we are arguing a lot or there isn't much cooperation between members.
- There seems to be a lot of grumbling going on or anything else that is occurring which is contrary to what you want to hear.
  - Team members have become clock-watchers barely getting to work on time and can't get out of the office fast enough at quitting time.

If you are seeing those characteristics on your team, we have two other courses on this website that deal more in-depth with day-to-day team performance issues that may be helpful:

**Analyzing Employee Performance Problems** (2 PDH) and **Motivating People** (2 PDH).

Having clarified the intent of this course, let's get started.

## There is a Unique Project Coming Up



This DIY model will work for a wide range of projects from for-profit construction work to public service such as creating youth sports facilities, 4<sup>th</sup> of July celebrations, school boosters or private church fund raisers for new facilities.



Basically, it's simply a matter of scope, creativity, and your imagination. This model will help your team work together as an efficient and productive group with an excellent chance of success.

***Of course, we do not guarantee success, but this will get you off to a particularly good start!***

## Before You Start Teambuilding for a Unique Project

Before you try to do any team building, it is a good idea to stop a moment and think about this. Regardless of how well a project is planned, scoped, and estimated there is always an element that cannot be predetermined: *that is how well the people who make up the project team will get along with each other and with the project's leadership.*

We will look at this a little bit more before we get started into constructing our model.

Take a moment to list some reasons why you think your potential team members would want to work together on this team:

- Do they share any common interests?
- What's in it for them to have a successful team?
- Financial gains?
- Personal gains?
- What kind of skills are they offering?
- Why would they want to be on the team?
- Why would they want to have you lead the team?



(The reason for you to think about their desire to join the team is that you may have to remind them of it at times if their dedication or morale seems to slip a little.)

## A Project Example

We'll say that we live in the county just outside of the city limits. We all have children whom we must drive some distance to play in the neighboring city's youth baseball, softball, and soccer programs. It would really be great if we had our own facilities here in our area!



One of the traveling parents is also a county commissioner who has told you she can help with the "political environment" if you'll agree to lead the initiative to build a series of fields so the local youth (and parents) will have opportunities for baseball, softball, T-ball, and soccer without having to drive long distances.

And, so, armed with this DIY Team Building manual and fearless spirit, you agree to do it!



*Now that you are part of this fictional parent group, take a moment and go back to the previous section and answer the series of questions asked about why the parents would want to be a part of this team.*

(Do you see how having those answers will be useful in the days ahead as you try to keep project momentum after the initial enthusiasm wears off?)

## Understanding Team Member Motivation

As a leader of this project team, it's essential that you understand something about motivation and your teammates.

Once their initial excitement of becoming a team member wears off, you may notice their general enthusiasm begins to wane. Especially after a few meetings when it seems that nothing gets accomplished. But, if you first lead them through a few activities that we'll show you here, you and they will be better prepared to move forward together through the challenging months ahead.

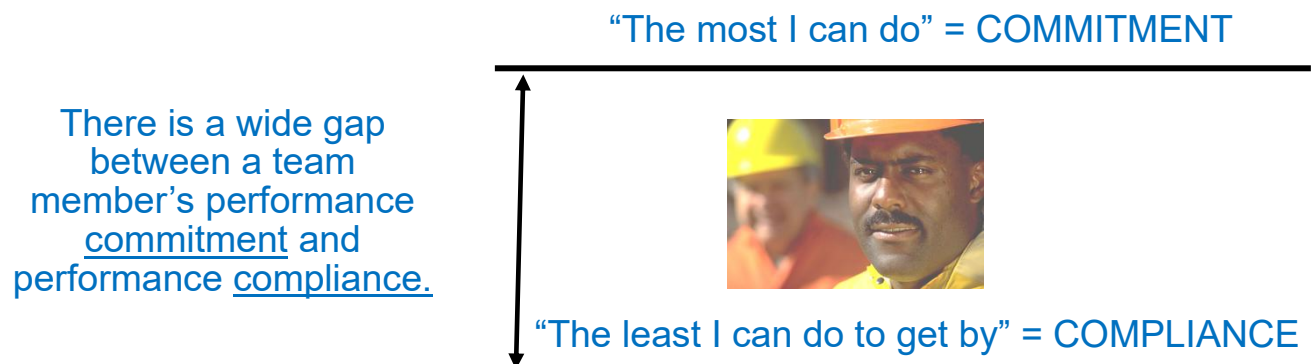
Let's look at this typical group of bored parents that have been on your team for a while.



If someone asks you, *"why would they want to be productive members of your team?"*, you may be tempted to say, *"because they're supposed to"* or *"it's their job!"*

And you would be right. It is their job to do the work, but the *quality of their work* depends a lot on you as their leader. You can influence how well they do if you go about it the right way.

Look at this diagram. There is always a gap between the most people can do when they are highly committed and the least they can do to get by when they're just trying to get out of as much work as possible.



If you stand over them and coerce them, you can probably get them to work at the upper level of the most they can do. *However, do you always have time to stand over them?*

Ideally, you want them to do their absolute best job whether you are there or not. And that is the definition of commitment - when *someone does their best job whether they are being supervised or monitored.*

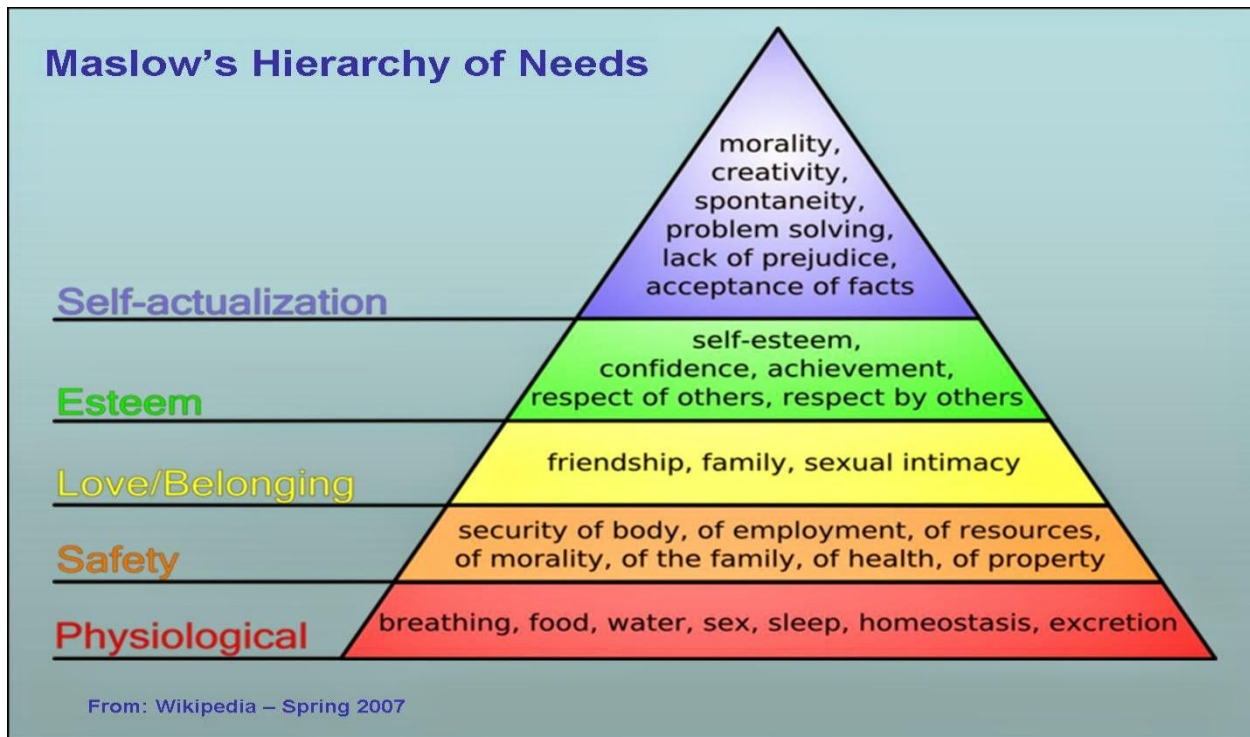
Ask yourself, “Do they act like they **GET TO WORK** on this project or do they act like they **HAVE TO WORK** on this project?” In their eyes, is it a chance to **express their talents and show the world what they can do** or is it **a drudgery they have to get through with as little effort as possible?**



## What Makes Us Tick?

Although having them connect their past successful team participation success with your current team and trying to get them to look ahead, it is still important to have a basic understanding of what motivates us.

It begins with the work of Abraham Maslow in 1961. Maslow, a behavioral psychologist, devised a “hierarchy of human needs”. (<https://www.simplypsychology.org/maslow.html>)



In his research, he discovered that humans had an increasing hierarchy of needs. As each lower or more basic level gets satisfied, we move to the next higher-level.

**Motivation** in his eyes was the opportunity to move to the next higher level, striving always to reach a condition of **self-actualization** at the top.

The reason we're mentioning this is the more you can help team members meet their needs in the green “esteem” level (you can't be expected to help much in the lower levels), the easier it will be for them to move up to the top where they will be fully committed to the success of the project as they experience self-actualization.

## Five Things That Motivate Us



Although it's nice to have a high-level understanding about motivation via Maslow's pyramid, it's more important to clarify in practical, non-theoretical terms conditions which motivate 99.9% of people. *People like those on your project team.*

- #1. First tell me what you expect in specific and measurable terms of quality (how good), quantity (how many), and time (by when).

Also, don't make me stress-out trying to guess what you mean when you make trite and vague statements like, "*be a better team player*" or make that report to the client "*look very professional!*"

Instead, be specific and say ***in behavioral terms*** (words of behavior), "*Be a better team player by offering to help others when you finish your tasks and don't wait to be asked. Smile and make it easy for others to ask for your help. Be reliable and keep commitments that you make.*"

Or make that client report look professional by "*putting it in a company binder, include a table of contents, illustrations of the product, statistical support, not more than 3 consecutive pages of text without a graphic and run the spell check before you give it to me.*"

- #2. Another aspect of motivation is to give me a chance to perform once you have clearly defined your expectations. Let me show you I can do it.
- #3. Give me feedback as I go along whether you give it to me personally or you have set up some system where I can check and see how I'm doing that helps me stay motivated.



Think about when you were in school. You always knew how you were doing. You didn't need the teacher to tell you about it. You knew if your grades were dropping or if

they were high enough to stay on the honor roll or whatever it is you were doing. You had a feedback loop in terms of the grades and the papers that you got back from the teacher.

So, be creative and devise a feedback loop for your team members so they can tell how they're doing without having to ask you or you having to constantly tell them. If they are performing below expectations, they can self-correct before you must tell them. If performing above expectations, they will know to continue as they are doing.

- #4. Give me help and guidance if I need it. Be available and *make it easy for me to ask you*. And if I do ask, then just tell me. Don't make me feel like an idiot for having to ask.



- #5. Reward me with pay or praise when I succeed. Rewards do not always mean monetary gains for people. Sometimes a reward can be praise, it can be a special day off, or anything that has meaning to your employees (team members). If they know that they can work toward something that has meaning to them, they will do so enthusiastically!

## Leading a Multi-generational Team

There are some unique characteristics associated with the various generations in today's work force. If you can take time to discover them, it may make your teambuilding efforts go a little more smoothly.

### Generations Broadly Defined

#### **Baby Boomers (born 1946-1964):**

- Characteristics: Competitive, workaholics, value job security and recognition.
- Communication: Formal, structured.
- Work Style: Competitive, structured. ("Business casual" was not a term they used.)
- Motivation: Job security, recognition. (The 401(k) was not an option for the older ones.)
- Expectations from Managers: Opportunities for advancement, recognition. (Spending time in grade to "pay your dues" was expected.)

#### **Generation X (born 1965-1980):**

- Characteristics: Independent, self-reliant, value work-life balance.
- Communication: Casual, flexible.
- Work Style: Independent, flexible.
- Motivation: Work-life balance, autonomy.
- Expectations from Managers: Trust, flexibility.

#### **Millennials (born 1981-1996):**

- Characteristics: Tech-savvy, seek meaningful work, value feedback and recognition.
- Communication: Digital, collaborative.
- Work Style: Team-oriented, purpose-driven.
- Motivation: Meaningful work, feedback.
- Expectations from Managers: Mentorship, regular feedback.

#### **Generation Z (born 1997-2012):**

- Characteristics: Highly tech-savvy, value diversity and inclusion, prefer flexible work arrangements.
- Communication: Digital, quick, informal.
- Work Style: Entrepreneurial, adaptable.
- Motivation: Diversity, flexibility, entrepreneurship.
- Expectations from Managers: Support for innovation, inclusive environment.

## A Generational Snapshot

Since they are not interchangeable like parts in a machine, a tailored leadership approach to each will help you get the most out of them. (Remember Maslow's Pyramid on page 7?)

### **Baby Boomers:**

- They are competitive and workaholics, so they might need clear goals and recognition for their achievements.
- They value job security, so they might be less likely to take risks that could threaten their position.
- They prefer formal communication, so managers should use structured and formal methods to communicate with them. (*Texting with them instead of calling or talking may not be as effective as with the other generations.*)

### **Generation X:**

- They are independent and value work-life balance, so they might appreciate flexible work hours and the ability to work remotely.
- They are skeptical of authority, so they might prefer a more democratic management style where their input is valued.
- They are tech-savvy, so they might be comfortable with digital tools and platforms.

### **Millennials:**

- They seek meaningful work, so managers should connect their tasks to the company's mission and values.
- They value feedback and recognition, so regular performance reviews and acknowledgment of their contributions are important.
- They prefer collaborative work environments, so team-based projects and open communication are beneficial.

### **Generation Z:**

- They are highly tech-savvy and prefer flexible work arrangements, so remote work and digital collaboration tools are essential.
- They value diversity and inclusion, so managers should ensure that the workplace is welcoming and respectful of different backgrounds.
- They have an Entrepreneurial mindset, so they might be interested in innovation and new ventures within the company.

## Tips on Leading Them

Now, we will compare and contrast these generations in terms of leading them.

### Communication Preferences:

- Baby Boomers: Formal, structured
- Generation X: Casual, flexible
- Millennials: Digital, collaborative
- Generation Z: Digital, quick, informal

### Work Style:

- Baby Boomers: Competitive, structured
- Generation X: Independent, flexible
- Millennials: Team-oriented, purpose-driven
- Generation Z: Entrepreneurial, adaptable

### Motivation Factors:

- Baby Boomers: Job security, recognition
- Generation X: Work-life balance, autonomy
- Millennials: Meaningful work, feedback
- Generation Z: Diversity, flexibility, entrepreneurship

### Expectations from Managers:

- Baby Boomers: Opportunities for advancement, recognition
- Generation X: Trust, flexibility
- Millennials: Mentorship, regular feedback
- Generation Z: Support for innovation, inclusive environment

In terms of *building and leading a multigenerational team*, you will be more successful if you are versatile and adapt your leadership style (when possible) to accommodate these differences.

Some strategies could be:

- **Tailored Communication:** Use different communication channels and styles based on the generation.
- **Flexible Work Arrangements:** Offer options for remote work, flexible hours, etc., to cater to different preferences.
- **Diverse Recognition Programs:** Provide recognition that resonates with each generation, such as public acknowledgment for Millennials or private appreciation for older generations.
- **Mentorship Programs:** Pair different generations for knowledge sharing and skill development.

- **Inclusive Work Environment:** Foster a culture that values diversity and inclusion, which is important for all generations but especially for Generation Z.
- **Professional Development Opportunities:** Offer training and development that aligns with each generation's learning preferences and career goals.
- **Clear Expectations and Feedback:** Provide regular feedback and clear performance expectations (look back on page 8) which is particularly important for Millennials.
- **Embracing Technology:** Use digital tools to facilitate communication and collaboration, which younger generations prefer.
- **Opportunities for Growth and Innovation:** Provide platforms for creativity and innovation, which can engage Generation Z and Millennials.

Best leadership practices can include:

- **Understanding and Valuing Differences:** Recognize that each generation has unique strengths and preferences.
- **Tailored Communication:** Use various communication methods to suit different generations.
- **Flexible Management Styles:** Adapt management approaches based on individual needs.
- **Mentorship Programs:** Facilitate knowledge sharing between different generations.
- **Inclusive Culture:** Foster an environment where all generations feel valued and respected.
- **Professional Development:** Offer learning opportunities that cater to different learning styles and career stages.
- **Recognition and Feedback:** Provide recognition and feedback in ways that resonate with each generation.



This insight into the various generations that will be on your team is meant as a way to give you an advantage as a leader in helping each member find their own path to the top of the Maslow Pyramid.

If all of this differentiation seems to be a lot of detail that is confusing and overwhelming, you should still do fine if you just remember the five basics of motivation for anyone listed on page 8 **REGARDLESS OF THEIR AGE!**

## Time to Get to Work

Up to this point, we have covered a lot of theory to lay the foundation of successful team building. Now we're ready to start doing something to get your group of volunteers working on the hypothetical youth athletic program.

The first step is to help them make connections to any past success they may have had as part of a team with this new team you are trying to create.

List a few things that have determined where you have worked within the performance gap on page 5 while on a project in your past.



Could they be things like:

- The amount of respect you received from your leader.
- The opportunity for you to use your creativity.
- The amount of trust the leader showed in you.
- The ability to use your unique skills.
- The extent of your connection to the goals of the project (as opposed to simply protecting a paycheck = compliance.)
- The amount of independence that you had to do your work.
- The extent of clear expectations that you were given which included the quality, quantity, and deadlines expected of the outcomes.
- The extent to which the leader listened to your suggestions (and allowed you to implement them).
- The constructive feedback you received which helped you to stay focused on the outcome and not waste time and effort.
- The rewards, pay, praise, or satisfaction which you received on successful completion of the project.

If that kind of treatment had a positive impact on where you worked in that performance gap, is there a chance it would have the same impact on your team members?



**How will you influence your team members to work toward the commitment side of the performance gap? (It can be easier than you think!)**

Let's look at a few specific activities you can do with your team.



Ask your team to recall a time in their life when they were part of a highly successful team. It could be sports, community service, workplace, or even military.

Then ask them to make a list of the traits they remember from that time. (Something like this...)

- *We all knew what we were working toward!*
- *We offered to help each other rather than waiting to be asked for help.*
- *We set aside petty issues to focus on the project because its success meant something to each of us.*
- *The leaders identified what they wanted us to do and then left us alone to do it!*
- *Ego was set aside – results mattered more than rank.*
- *We celebrated our success and supported each other through the failures.*



Finally, capture their comments from the previous section on to a flip chart and ask them to expand on their thoughts like this:

Define the Impact of Those Positive Traits on Your Performance		
The Impact of the Traits on <b>You</b>		The Impact of the Traits on Your <b>Work</b>
<i>"I felt more valued as a team member".</i>	Which Led to ➡	<i>"I worked harder to maintain that valued feeling."</i>
<i>"I felt more comfortable asking for help."</i>	Which Led to ➡	<i>"I made fewer mistakes"</i>
<i>"I felt more comfortable bringing problems or raising issues with the leaders."</i>	Which Led to ➡	<i>"I had a sense of ownership in the work and spotted a lot of potential problems before they could blow up."</i>



Once you have led them to make specific connections to their past project team successes, lead them in a discussion about how you (as a team) can replicate those successes ON THIS PROJECT.

(When you think a little farther into this, each team member is telling you specifically how to get the most out of them. They are saying, “*when the team leader treated me like (this), I reacted by doing (that) which had a specific outcome on my performance.*”)

Each person will be a little different but if you listen carefully to what they’re saying and take careful notes, you will have a useful guide to getting the most out of them.

## Your Project as a Social Organization

It is useful to consider your project team as just another social organization for a moment because we function first as people and then as team members.



This “social organization” needs to be reminded about what connects all their different lives, hopes, and dreams before we can come together as functioning members of this project team.

Ask them (and post their answers on a flip chart or somewhere they can see them), “*What do you think are **SHARED** interests, values, risks, and rewards associated with this project?*”

### **SHARED INTERESTS** (Each person must feel they have a stake in the success of our project.)

- It’s inconvenient to drive 20 miles roundtrip to the nearest league.
- There is no sense of “neighborhood” here by playing over there.
- This could increase our property values.

### **SHARED VALUES** (Helps them realize they have a lot in common.)

- A chance to teach self-sufficiency to our older children if we get them involved, too.
- A local league can strengthen families networking and make new friends.
- We want our children to learn competitiveness and learn to win and lose gracefully.

### **SHARED RISKS** (We all risk losing this great opportunity if we can’t make it work out.)

- Failure means it will be extremely hard to get business sponsors and support from the county commissioners the next time we try this.
- There may not be enough community support (or team members) to make it work.
- We may not be able to get an established youth sports program to put a franchise here.

### **SHARED REWARDS** (A reminder of what we all can gain if we can work together.)

- Closer fields mean more practice and playing time.
- Our kids will make friendships that will move with them through the local school system.
- A chance for parents to make new friends, business connections, and socialize in general.

## Conducting a SWOT Analysis

The prior activity focused on the team members taking a “what’s-in-it-for-me” personal approach to create the necessary mindset for an effective team (of unpaid volunteers, no less!) working together over a period.

Now we will focus on aspects of the project itself. We must identify specific project characteristics and include them in a strategy to bring this dream into reality.

We will do that by identifying the project’s **S**trengths, **W**eaknesses, **O**pportunities, and **T**hreats (SWOT) and create appropriate action plans for each element with a SWOT analysis. (NOTE: Save the pages from the flip chart for an activity in the next section.)

### Identifying Project Strengths



What are some of the project’s **STRENGTHS** and how can we build on them?

**Strength** = A lot of community support to have a local park ball league

**Building on that strength:**

- Keep pumping out communications about what we have done and what is still needed.
- Have fund raisers based on the needs identified in the communications.
- Communicate with the community so they know how their money is being spent.
- Keep trying to recruit more team members while community support is high.

### Identifying Project Weaknesses



What are some of the project’s **WEAKNESSES** and how can we reduce them?

**Weaknesses** = A few “actual doers” and a lot of “talkers and watchers”.

**Reducing the weakness factors:**

- Support the few “doers” as much as possible with Project Management and leadership tips and help.

- Ask the “talkers and watchers” to help with specific tasks instead of waiting for them to volunteer.
- Find small tasks and responsibilities for everyone and gradually increase the scope as they (hopefully) rise to the occasion.

### Identifying Project Opportunities



What are some of the project’s **OPPORTUNITIES** and how can we exploit them?

**OPPORTUNITIES** = A strong ballpark program can add to the local real estate values.

**Exploiting the opportunities:**

- Create a “high quality” program that reflects well on our community.
- Make presentations to local realtors so they will know what we are planning (maybe some potential donors and sponsors among them?)
- Develop strong relationships with local media for favorable publicity.

### Identifying Project Threats



What are some of the potential **THREATS** and how can we avoid them?

**THREATS** = Internal project politics can diminish team support.

**Diminishing the threat potential:**

- Strong internal communications so all will know what is happening.
- Emphasize maximum transparency in all interactions so no one thinks “cliques” or special interest sub-groups are forming.
- Always ask, “*How would this decision strengthen our program*” to keep all focused on the goal.

## Creating a “Safe Start” Checklist

Take all the ideas that you collected from the prior flip-chart activities and put them into a table with two columns like this: factors that could support success and factors that could lead to failure.

We use numbers and letters to differentiate as you’ll see in a moment.

Factors To Support Success		Factors Leading to Failure	
1	Community Support	A	Internal Dissention
2	Business Support	B	No “client” interest
3	Find facilities	C	No funding
4	Communications (PR)	D	No League support

Now, add the next section (gray shaded) where we begin to list specific activities to deal with each “success” and “failure” factors.

Factors To Support Success		Factors Leading to Failure							
1	Community Support	A	Internal Dissention						
2	Business Support	B	No “client” interest						
3	Find facilities	C	No funding						
4	Communications (PR)	D	No League support						
<p><b>What can we do to deal with each specific factor?</b> (NOTE: The numbers refer to the <u>success</u> factors while the letters deal with the <u>failure</u> factors. Putting an “X” under each factor is a quick way to make sure you are dealing with all the potential issues before you begin. This is getting you off to a <b>SAFE START!</b>)</p>									
Success and Failure factors		1	2	3	4	A	B	C	D
Select a PR person and start telling the community about us ASAP		X	X		X		X	X	X
Develop a short and long-term plan		X	X	X	X		X	X	X
Encourage input – no “egos”		X	X			X			
Select a “Business Liaison”			X	X	X	X		X	X
Strengthening our PM and presentation skills		X	X	X	X	X	X	X	X

Is 1 item in this column enough?

A quick glance at each column above tells you if you have considered each factor and then you can decide whether that is enough planning for each to get started safely.

## Overcoming Obstacles

It is reasonable to assume that your project will encounter obstacles along the way.

It may be something (or someone) outside of the project that won't budge from their position, or you may have some internal frictions developing that require some negotiation skills on your part.



As the team builder, you may have the need to negotiate with:



- Peers – the others working on that project with you.
- Your Boss – (in the case of this public park league model, the “boss” is the group of citizens you’re trying to satisfy.)
- Your subordinates
- Clients
- Vendors
- Other departments within the organization

Your skills here will determine your success in moving your project forward.

A few suggestions first:

- Avoid falling into the feel-good “win-win” mindset.  
People are fundamentally competitive and both sides cannot logically “win” in a simultaneous situation. There will always be the suspicion that the other side somehow “won” more and make it tempting to try to win more the next time. This mental escalation may never end.
- **Satisfaction** is what we want from a negotiation – not necessarily “winning”.  
Each side can be satisfied even if they end up with different outcomes. I may have paid more for it than I had planned, but you agreed to deliver it sooner than you expected. You got more money, and I got it sooner.
- **We are both satisfied. Nobody “won” because it wasn’t a competition!**

Preparing for your negotiations – at any level.

- It should reach a **mutually beneficial agreement**.
- It should meet the legitimate interests of both sides to the extent possible, resolve conflicting interests fairly, will last for some time, and consider community [workplace, neighborhood, family] interests.
- It should be “**efficient**” - it can be implemented with a minimum of “moving parts”, other people or factions, and/or contingencies on future events.
- Should **improve** (or at least not damage) **the relationship** between the parties involved
- It should **create an environment in which we would be willing to negotiate with each other again**.



## Negotiating Positions vs. Interests

- Positions are the **visible facts** about the deal such as price, delivery date, quantities, terms, and conditions of the sale.
- Interests are the **invisible reasons** behind the positions.

Suppose there is a house for sale (by owner) in a neighborhood where you have wanted to live, and you are looking to move into that area.



Let's look at two possible scenarios that could occur....

### Negotiation #1 – A Focus on POSITIONS

Your Comments	The Owner's Comments
How many bedrooms and baths?	3 bedrooms and 2 baths
How old is it?	It is 13 years old.
How much are you asking?	\$395,000
We wouldn't want to pay more than \$375,000.	That's your choice but it won't be enough for this house!
Maybe we could go up to \$380,000.	I might consider \$390,000.
<b>I wouldn't go higher!</b>	<b>I won't go lower!</b>
<i>At this point it may break off entirely or antagonisms begin to develop because one side starts thinking the other is trying to take advantage of them.</i>	
<i>The relationship turns into a competition and becomes personal about whether one side can persuade the other to give in. The chance of a successful negotiation becomes very slim.</i>	



**Negotiation #2 – A Focus on Interests**

Your Comments	The Owner's Comments
<p><i>This looks like a very nice house you have. May I ask why you want to sell?</i></p> <p>(Asking his interest in selling the house is a very reasonable question.)</p>	<p><i>It has been a great house for us, but I have been relocated, and we are <u>trying to sell here and get settled there</u> before school starts.</i></p> <p>(This tells us that time is an important interest to them. We must find a way to help them save time.)</p>
<p><i>How many bedrooms and baths?</i></p>	<p><i>3 bedrooms and 2 baths</i></p>
<p><i>How old is it?</i></p>	<p><i>It is 13 years old.</i></p>
<p><i>How much are you asking?</i></p>	<p><i>\$395,000</i></p>
<p><i>I'm sure it's worth every bit of that and you'll <u>eventually</u> ("eventually" is a time related word) find a buyer.</i></p> <p><i>However, if it were a little less, we would be very interested in it. We have been preapproved by our lender (you don't need to say how much – they will assume it's enough) and could close quickly.</i></p> <p><i>That will help you get your family moved and settled before school starts in your new neighborhood.</i></p> <p><i>(Reminding them of their time interest.)</i></p>	<p><i>Well, our <u>interest</u> is more about getting on with our lives than staying here hoping the right buyer shows up.</i></p> <p><i>How much less would it have to be for you to be interested?</i></p>
<p><i>We wouldn't want to pay more than \$375,000 but we have excellent credit, and my lender has already approved of this amount and assured us it would go through quickly!</i></p> <p>(Going through quickly is a time factor.)</p>	<p><i>That's a lot below what we were thinking. I guess I could come down a little <u>if it closed quickly</u> (another time issue) but I really couldn't go below \$385,000.</i></p> <p>(With a focus on his interests, his price came down a little.)</p>
<p><i>Maybe we could get up to \$385,000 if the appraisal supports that much.</i></p> <p>(The appraisal is an outside, objective position that neither of you can influence. If he thinks the house is worth it, he will have no problem with an appraisal.)</p> <p><i>If it's more, it's still \$385,000 and if it's less, the price will match the appraisal if we agree to buy it. (With a focus on interests, his offer went up a little.)</i></p>	<p><i>That sounds fair. It's a deal!</i></p> <p>(Both sides feel they are getting a fair deal with this negotiated outcome.)</p>



**If you focus on each side's INTERESTS instead of positions, there is a high potential for a satisfactory outcome for both sides.**

## Putting This All Together

We have covered a lot of ground in this course and want to wrap it up with a few final thoughts:

- The action items from your “safe start checklist” on page 20 make excellent delegation assignments to your team members.
- Use a START, STOP, CONTINUE approach with each key activity during periodic reviews of your progress.

For example, *“we are doing this (whatever the activity is), should we STOP or CONTINUE doing it as we are, or should we START doing something else?”*

Periodic reviews of your work practices will keep you focused and avoid picking up workflow “barnacles” (practices) that can gradually slow productivity.



- Use Maslow’s Pyramid on page 7 as a reminder of what it will take to keep your team members motivated toward commitment to their teamwork. The more that you can help them meet their ESTEEM needs, the easier it is for them to move upward to FULFILLMENT and maximum teamwork.
- Remember the five components of motivation (practical application of Maslow’s pyramid) on page 8:
  1. Tell me what you expect in measurable and behavioral terms of quality, quantity, and time.
  2. Give me a chance to perform.
  3. Give me (or provide for) feedback as I go along.
  4. Give me help and guidance *IF I NEED IT*.
  5. Reward me with pay or praise when I succeed.
- Three powerful questions that can help break a negotiation stalemate:
  1. *“What would you suggest?”* (If they can’t accept your offer, what’s their suggestion?)
  2. *“What would it take for you to agree?”* (Now it’s your turn to accept, reject, or modify their counter. **Remember, focus on INTERESTS, not positions.**)
  3. *“Can you live with that?”* (This works for either side. Keep bringing it up with a reminder of their INTERESTS as you work for “mutual satisfaction” – an outcome both sides can live with.)