



# **Wisconsin WIC Team Leadership Toolkit**

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## TABLE OF CONTENTS

Page	
<b>3</b>	<b>Introduction</b>
	<b>Project Management – What is it?</b>
<b>4</b>	What is a project?
<b>4</b>	What is Project Management?
<b>5</b>	Tools for Project Management
	<b>Teams – What are they?</b>
<b>6</b>	Team Players – Who are they and what do they do?
	<b>Teams and Meetings – How do you make them successful?</b>
<b>8</b>	Characteristics of an effective team
<b>8</b>	Enhancing team effectiveness
<b>9</b>	Undesirable team behaviors
<b>10</b>	Strategies for dealing with undesirable team behaviors
<b>11</b>	Managing meetings – Plan, Do, Check, Act
<b>13</b>	Meeting Tips/Questions you can ask
	<b>Decision – making- What should we consider</b>
<b>14</b>	Six Step Decision – Making Model
<b>15</b>	Five Decision – Making Styles
	<b>Conflict – How to deal with it</b>
<b>16</b>	Conflict Management Styles
<b>18</b>	Training Resources/References

## **INTRODUCTION**

The design of this toolkit is for WIC staff who manage, lead, and/or participate as members on teams. The information herein is to enhance current leadership in WIC, as it is true that people have been involved in a range of workgroups over many years. With increasing organizational complexity, increasingly limited resources and greater technological advances it is important that teams work more efficiently.

The format and content were created for easy reference and guidance but this document is not comprehensive. To become more fully trained in Team Leadership Facilitation it is recommended to take the “Team Leadership & Facilitator Skills” course given by the State of Wisconsin Performance Improvement Network. The authors adapted some of the material from that course for this manual and would like to express gratitude for this resource.



## Project Management – What is it?

### What is a project?

*A project is complex, non-routine, one-time limited by time, budget, resources, and performance specifications designed to meet customer needs.*

(Gray and Larson, 2007, p. 5)

- *Temporary endeavor with a beginning and an end*
- *Creates a unique product, service or result*
- *Is progressively elaborated – distinguishing characteristics of each unique project will be progressively detailed, as the project is better understood.*

(Project Management Institute (PMI), 2004, p. 5)

### What is project management?

Management of projects is a methodology to implement a project through the phases of **initiating, planning, executing, monitoring and control**, and **closing**. Each phase represents distinct processes, yet each phase can overlap with the other phases as projects develop. A Project Manager orchestrates the phases, methodologies, concepts and project management tools. Phases of a project can vary through organizations; DHS uses the phases of initiating, planning, executing, controlling and closing.

Using a formal methodology to implement a project facilitates the project team to follow processes and procedures necessary to control the constraints of time, cost and scope while maintaining the essential quality standards for the project.

The success rate of applying project management processes to projects both large and small has risen substantially in the last fifteen years. Increasingly more organizations are requiring use and development of these processes and as they mature in the use of PM, organizations budget and expend money to develop their Project Management tools, teams and staff.

Within WI WIC, project management processes continue to be the driving force behind the successful implementation and maintenance of ROSIE. Wisconsin WIC's change control process start in the initiation phase and continues to develop through the monitoring and controlling phase.

Many organizations require a project charter before they consider initiation of a project. The project charter leads into the expanded project scope. Creating a project scope requires:

1. Project Objective: defining the overall objective to meet the customer's need(s)
2. Deliverables: expected outputs over the life of the project
3. Milestones: significant events in a project that occur at a point in time
4. Technical requirements: necessary technology for proper performance in meeting objectives

5. Limits and exclusions: limit of the project scope; exclusions define project boundaries and what is not part of the project.
6. Reviews by customers: necessary for gaining understanding and agreement of expectations of project outcomes

## **Tools for Project Management**

Building a common toolkit to use for projects within organizations takes time but the key to the development of the tools is consistency.

### Project Management methodology:

Defines “how you will do the work”, “how you will use project management on the project” or “what parts of the Project Management Body of Knowledge (PMBOK) Guide will you use in your project.” (Mulcahy, 2005, p. 91)

### Project Management Information System (PMIS):

This is the software tools the organization will use to manage the project. WI WIC utilized Microsoft Project Management, Word, Excel, Visio and SharePoint during all phases of ROSIE implementation. We also have BaseCamp, for use by teams for communicating, sharing/editing documents and keeping track of deadlines.

### Management Plans:

These are the plans created for scope, schedule, cost, quality, process improvement, staffing, communications, risk and procurement. A management plans means, “How will I plan, manage and control scope, time, cost, etc for the project?” A Project Manager ensures that all the project management work that needs to get done is done. “Instead of just planning how you will manage a project, the management plan focuses your thoughts and planning toward how you will manage each individual knowledge area.” (Mulcahy, p. 92)



## Teams – What are they?

### BE CLEAR WHAT A TEAM IS!

*“A team is a small number of people with complementary skills who are committed to a common purpose, set of performance goals, and approach for which they hold themselves mutually accountable.”*

### Not All Groups Are Teams: How to Tell the Difference

Working Group	Team
<ul style="list-style-type: none"> <li>• Strong, clearly focused leader</li> <li>• Individual accountability</li> <li>• Group’s purpose is the same as the broader organizational mission</li> <li>• Individual work products</li> <li>• Runs efficient meetings</li> <li>• Measures its effectiveness indirectly by its influence on others (such as financial performance of the business)</li> <li>• Discusses, decides, and delegates</li> </ul>	<ul style="list-style-type: none"> <li>• Shared leadership roles</li> <li>• Make an organization flatter- everyone on same playing field with authority</li> <li>• Working on same goal</li> <li>• Individual and mutual accountability</li> <li>• Specific team purpose that the team itself delivers</li> <li>• Collective work products</li> <li>• Encourages open ended discussion</li> <li>• Measures performance directly by collective work products</li> <li>• Discusses, decides and does real work together</li> </ul>

(Katzenbach J. and Smith, D, 1993, p. 3)



## Team Players – Who are they and what do they do?

Player	Responsibilities
<b>Leadership/Guidance/ Advisory/Management Team</b>	<ul style="list-style-type: none"> <li>▪ Identify mission and project goals</li> <li>▪ Determine needed resources</li> <li>▪ Select team leader</li> <li>▪ Assign a facilitator</li> <li>▪ Select the project team</li>   <li>▪ Meet with team or team leader</li> <li>▪ Receives minutes from team</li> <li>▪ Develop and improve systems that allow team members</li> </ul>

	<ul style="list-style-type: none"> <li>to bring about change</li> <li>▪ Resolves issues if necessary</li> <li>▪ Insures follow through with the changes the team makes</li> </ul>
<b>Team Leader</b>	<ul style="list-style-type: none"> <li>▪ Manages the team: calls meetings, handles administrative details, orchestrates team activities, oversees preparations of reports and presentations</li> <li>▪ Ensures effective communication between team and rest of organization</li> <li>▪ Ensures team records are created and maintained (copies of correspondence, records of meetings and presentations, minutes, agendas, charts, etc.)</li> <li>▪ Full – fledged team member: attends meetings, carries out assignments, shares in team’s work</li> <li>▪ Retains authority as manager or supervisor; implements changes recommended by team that are within bounds of authority</li> <li>▪ Often facilitates meetings</li> </ul>
<b>Facilitator (Before, during and after meetings)</b>	<ul style="list-style-type: none"> <li>▪ Ensures that meetings are planned, expectations are understood, and attendees are prepared to reach the stated meeting goals</li> <li>▪ Ensures that appropriate decision making processes are used</li> <li>▪ Ensures that communication and participation are appropriate</li> <li>▪ Educates the team on facilitation skills and tools</li> <li>▪ Assists team when it gets “stuck”</li> <li>▪ Ensures individual and team behaviors are appropriate with appropriate enforcement processes</li> </ul>
<b>Recorder/ Minute Taker</b>	<ul style="list-style-type: none"> <li>▪ Keeps notes on decisions and problems discussed at each meeting</li> <li>▪ Takes care of agendas, minutes, and the action and future lists</li> <li>▪ Sends out minutes to team members</li> <li>▪ Minutes should contain: date/time of meeting, names of attendees, topics discussed, action taken or decision made, tasks to be performed between meetings and items to be carried over to future agendas</li> <li>▪ Create action lists for “To – Dos” and future lists of items that will be discussed or completed at a later date</li> </ul>
<b>Timekeeper</b>	<ul style="list-style-type: none"> <li>▪ Helps the team manage time</li> <li>▪ Leads the initial discussion to allocate time to the tasks on the agenda</li> <li>▪ Monitors how long the team is taking to accomplish tasks</li> <li>▪ Gives regular updates to team members so they are aware of time to complete tasks</li> <li>▪ Does not stop action but keeps others informed of the</li> </ul>

	time
<b>Team Member</b>	<ul style="list-style-type: none"> <li>▪ Individuals on the team</li> <li>▪ Team members consider being on the team as part of their job</li> <li>▪ Contribute fully to the team: share knowledge and expertise; participate in all meetings and discussions, ask questions</li> <li>▪ Carry out tasks and assignments between meetings</li> <li>▪ Continuously improve their technical and interpersonal skills; share with other team members</li> </ul>



## **Teams and Meetings – How do you make them successful?**

### **An Effective Team has the following characteristics...**

1. Clear Goals/Performance Outcomes/Client Outcomes
2. Work/Task/ Action Plan Developed
3. Clearly Defined Roles
4. Clear Communication
5. Constructive Team Behaviors
6. Defined Decision – Making Process
7. Balanced Participation
8. Established Ground Rules
9. Awareness of Team Dynamics and Process
10. Use of Team Tools and Techniques

### **How can you Enhance Team Effectiveness?**

- 1. Establish urgency and direction**
  - Clear expectations
  - Clear mission and goals, why are we meeting
  - Document the mission and goals of the team
  - Establish importance of teams
- 2. Select members based on skill and knowledge**
  - Selection NOT based on personalities, hierarchy, familiarity or comfort
  - Eliminate group-think, encourage all perspectives
- 3. First meetings are critical**
  - First impression sets the tone
  - Preplanning is essential
  - Share ground rules (See 4)
  - Set expectations of team

#### 4. Establish and use Ground Rules

- Rules of conduct and behavior
- Reflect team values
- Constancy in front of teams
- Enforcement of ground rules; provide remedies
- Document and provide to team members

#### 5. Set short – term goals that can be achieved immediately

- DO something!
- Build on momentum
- Sense of accomplishment
- Clear to all team members
- Identify barriers to the goals immediately

#### 6. Create situations for Team learning

- Fresh facts and information
- Everyone learns together
- Offer and provide team training
- Discuss different team aspects

#### 7. Spend lots of time together

- Have a purpose to meet and communicate that purpose to the team
- Both scheduled and unscheduled
- Use telecommunications and available technology
- Include team building in meeting agendas
- Set ground rules on meeting attendance and meeting behavior

#### 8. Provide feedback, recognition, and reward

- Positive feedback – must be real and specific
- Recognition and attention is critical
- Intrinsic is most important
- Immediate intervention when ground rules not being met



#### What are some Undesirable Team Behaviors? (WisPIN, 2008)

1. **Dominating** – takes much of the meeting time expressing self – views and opinions. Tries to take control by use of power and time; speaks over others, interrupts and can use intimidating gestures, interjects thoughts
2. **Rushing** – encourages team to move on before task completion. Gets tired of listening to team members; attempts to force decision before team is ready, has another agenda
3. **Withdrawing** – removes self for discussions or decision - making and discussion. May want to control the team by withdrawing; calls attention to oneself by withdrawing, doodles and becomes inactive to discussion.
4. **Discounting** – disregards or minimizes team or individual ideas or suggestions; leads to blocking; rolling of eyes. It can be a group of members who discount someone or an idea

5. **Digressing** – rambles, tells stories, and takes team away from primary purpose/agenda, different realm of discussion
6. **Blocking** – impedes progress by obstructing all ideas/suggestions. “We tried that before, won’t work here” concept.

### Facilitator and Team Strategies to deal with Undesirable Team Behaviors

Behavior	Strategies
<b>Dominating</b>	<ul style="list-style-type: none"> <li>▪ <i>I am wondering what others have to say on this... Mary... would you like to share your view.</i></li> <li>▪ <i>I would like to hear from everyone on this point. Let’s do a round robin.</i></li> <li>▪ <i>I would like to check on consensus on this point before we go on. Let’s go around the table.</i></li> <li>▪ Parking lot technique</li> <li>▪ Direct the member back to task</li> <li>▪ Reminder of ground rules</li> </ul>
<b>Rushing</b>	<ul style="list-style-type: none"> <li>▪ Engage the person; ask for his or her opinion.</li> <li>▪ Create purposeful activities and include everyone.</li> <li>▪ Direct member to agenda</li> <li>▪ Reminder of ground rules</li> <li>▪ Do not add to the rushing, lead by example</li> </ul>
<b>Withdrawing</b>	<ul style="list-style-type: none"> <li>▪ <i>I’d like to hear what Mary has to say(ask for input from withdrawing member)</i></li> <li>▪ <i>I would like to hear from everyone on this point. Let’s do a round robin</i></li> <li>▪ Ask a direct open-ended question to withdrawing member</li> <li>▪ <i>I would like to check on consensus on this point before we go on. Let’s go around the table.</i></li> </ul>
<b>Discounting</b>	<ul style="list-style-type: none"> <li>▪ Ask opinion from rest of team</li> <li>▪ Let others weigh-in on the discounted suggestion</li> <li>▪ Ask why being discounted, an explanation</li> </ul>
<b>Digressing</b>	<ul style="list-style-type: none"> <li>▪ <i>Can you tell me how what you said relates to the topic we’re discussing?</i></li> <li>▪ <i>Let’s take a break</i></li> <li>▪ Start the meeting on time and go over agenda - use a check in, then start meeting.</li> <li>▪ <i>Are we ready to move to the next topic or agenda item?</i></li> <li>▪ Team leader may need to redirect; lay down the law</li> </ul>
<b>Blocking</b>	<ul style="list-style-type: none"> <li>▪ Acknowledge team member but ask for information and feedback from other members</li> <li>▪ Reminder of ground rules</li> <li>▪ Attempt to keep team open-minded, brainstorming “no idea is a bad idea”</li> </ul>



## What is an Effective Way to Manage Meetings?

<b>Plan</b>	—————→	<i>Design</i> the meeting
<b>Do</b>	—————→	<i>Conduct</i> the meeting
<b>Check</b>	—————→	<i>Evaluate</i> the meeting; results and outcomes
<b>Act</b>	—————→	<i>Follow through</i> on tasks

(Rose, K, 2005, p. 7-73)

### PLAN - DESIGN THE MEETING

<b>Purpose/Agenda</b>	Meeting agendas should contain: <ul style="list-style-type: none"> <li>- Name of team/group</li> <li>- Place/Time of meeting</li> <li>- Purpose/Mission of group</li> <li>- Goals of specific meeting</li> <li>- Agenda items and time estimate of each</li> <li>- Parking lot – outstanding issues for further discussion</li> </ul> <u>Important:</u> Obtain input for agenda from participants and distribute agenda in advance.
<b>Who/Share Information</b>	<ul style="list-style-type: none"> <li>- Members – Management – Experts – Interested Parties – Customers</li> </ul> <u>Notify Participants:</u> Let members and guests know in a timely manner when, where, and why a meeting is taking place and their expectations Use electronic mail, ask for confirmation of attendance
<b>Environment</b>	Seating arrangements – Lighting – Supplies – Wall space – Size of room – Relaxed or Formal
<b>Materials</b>	Prepare materials prior to meeting: Handouts – overheads – power point - flip charts – recorders – computers – post it pads, markers, tape

### DO – CONDUCT THE MEETING

<b>Check In</b>	Why do a Check In? <ul style="list-style-type: none"> <li>- Ice breaker</li> <li>- Focus the attention on the session; stop conversation</li> <li>- Team building</li> <li>- Involvement</li> <li>- Illustration</li> </ul>
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	<ul style="list-style-type: none"> <li>- Begin working together</li> <li>- Engage all team members</li> </ul>
<b>Roles/Agenda</b>	<ul style="list-style-type: none"> <li>-Communicate existing or assigned roles to the group.</li> <li>-As a group, identify who will assume roles not yet assigned.</li> <li>- Review the agenda/if not done prior to the meeting, assign deadlines to each item with input from members.</li> <li>-Use the agenda to stay on track.</li> </ul>
<b>Ground Rules</b>	<ul style="list-style-type: none"> <li>Logistics – Breaks – Attendance – Quorum – Promptness</li> <li>– Confidentiality – Decision – Making – Interruptions – Minutes</li> <li>– Documentation – Assignments – Rotation of duties</li> </ul>
<b>Summarize</b>	<p>Summarize the contents of the meeting</p> <ul style="list-style-type: none"> <li>- Agenda items</li> <li>- Assignments given at meeting</li> <li>- Deadlines</li> <li>- Assign parking lot items and/or outstanding issues: define where and when the discussion will continue.</li> </ul>
<b>Next Agenda</b>	<p>Develop agendas with input from participants. Review the agenda and make updates:</p> <ul style="list-style-type: none"> <li>- additional agenda items</li> <li>- assignments given and responsible person selected</li> <li>- deadlines</li> <li>- Identify items held or brought forward from previous meeting.</li> </ul>

### CHECK – EVALUATE THE MEETING

<b>Check Out</b>	<ul style="list-style-type: none"> <li>- Summarizing the meeting contents may lead to the “check – out”.</li> <li>- Check outs can be similar to the examples given in “check – ins” – depends on nature of the meeting.</li> </ul>
<b>Written evaluations/ Member Comment</b>  <b>This is the same as the following item</b>	<p>Written evaluations provide an opportunity for members to objectively evaluate the meeting process as they may include criticisms they would not share freely in a discussion with the group.-WHEN? (Periodic, every meeting, first meeting)- I would say every other meeting or “as needed”. Consider sharing evaluations with members to provide feedback to others on the process.</p> <ul style="list-style-type: none"> <li>-What will we do with the evaluation data? Who gets it?</li> <li>-Who will perform the evaluation; team leader, supervisor?</li> </ul>
<b>Written evaluations/ Member Comment</b>	<p>Evaluation of the task:</p> <ul style="list-style-type: none"> <li>- Did we accomplish our objectives?</li> <li>- Did we follow our agenda?</li> <li>- Did our discussions stay on the topic?</li> <li>- Did we identify barriers to the meeting objectives?</li> </ul> <p>Evaluation of the team:</p> <ul style="list-style-type: none"> <li>- How did we work together?</li> <li>- Did everyone participate?</li> </ul>

	<ul style="list-style-type: none"> <li>- Did we listen to each other in a respectful manner?</li> <li>- How did we handle differences of opinion?</li> </ul> <p>Evaluation of the meeting:</p> <ul style="list-style-type: none"> <li>- What worked well in this meeting that we should continue doing?</li> <li>- How might we improve our meetings?</li> <li>- Other comments, observations, recommendations?</li> </ul>
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## ACT – FOLLOW UP

<b>Prepare Minutes</b>	<ul style="list-style-type: none"> <li>-Person assigned to this role should prepare the minutes and distribute them to <b>all</b> members soon after the meeting (those in attendance and those absent)</li> <li>-This provides a summary of the meeting while it is still fresh in members' minds.</li> <li>-Identify and iterate feedback and/or response if necessary and expected</li> </ul>
<b>Assignments</b>	<ul style="list-style-type: none"> <li>-Members need to be aware of their assignments, understand the assignments and their responsibility in meeting deadlines.</li> <li>-Include responsibilities in the minutes to ensure that all members are aware of all assignments.</li> </ul>
<b>Materials out in advance</b>	<p>Send out prior to next meeting:</p> <ul style="list-style-type: none"> <li>- Agenda</li> <li>- Input on agenda</li> <li>- Materials members should review prior to next meeting</li> <li>- Expectations for meeting preparedness</li> <li>- Assignment reports for discussion at next meeting.</li> </ul>
<b>Plan Improvements</b>	<p>To continue conducting meetings in the most efficient manner, you should also plan for improvements.</p> <ul style="list-style-type: none"> <li>- Set performance goals</li> <li>- Develop a plan to improve</li> <li>- Use Evaluations</li> </ul>



## MEETING TIPS

Write it down – flip charts \* Round Robin and other techniques to encourage balanced participation \* Solicit written comments – post its, notecards \* Flexible groupings – use pair work, small groups, not just the whole group \* Take breaks \* Pay attention to body language, tone of voice, mood, energy level, interest \* Use an experienced facilitator if there are issues, diversity, topics are complex \* Model the behavior you want \* Focus on process not personalities \* Recognize group achievements \* Manage conflict \* Focus on outcomes; don't rehash problems \* Deflect whining \* Paraphrase and summarize continually \* Keep good eye contact \* Think and talk at the same time \* Ask questions (see below)

## QUESTIONS YOU CAN ASK

- Are we ready to make a decision?
- Are we ready to move on to the next agenda item?
- Does anyone have additional items to contribute?
- How does this discussion relate to the agenda item?
- Have I correctly summarized/addressed your idea/concern?
- What else do we need to discuss/do?
- Is this discussion meeting our objectives?
- Can you tell me more about your comment/idea?
- How do we know?
- Can someone summarize our discussion/decision item?
- Tell me more about ...
- I would like to hear more about that...
- I am curious about...



## Decision – Making – What are some things to consider.

Identify and define the problem first. Quality decisions comprise relevant facts, underlying issues, the importance of the issue, and the timeliness required. When teams possess the right information, knowledge, abilities, involvement and authority; they can produce high quality and high – commitment decisions.

<b>Consider using team decision – making when...</b>	<b>Consider NOT using team decision – making when...</b>
<ul style="list-style-type: none"> <li>• The entire team or most of the team is affected</li> <li>• Buy – in is important</li> <li>• Diverse perspectives are needed</li> <li>• Promoting individual growth or team building is needed</li> <li>• The team’s mission, goals, norms, or procedures are affected</li> <li>• Knowing why and how the decision was made is important to the team</li> <li>• Future actions of the team are affected by the decision</li> </ul>	<ul style="list-style-type: none"> <li>• Only one person or very few people are affected</li> <li>• Time does not allow</li> <li>• The team does not have the expertise to make the decision</li> <li>• The team does not have the authority to implement the decision</li> </ul>

(WisPIN, 2008)

## **Six – Step Model for Decision – Making**

### **1. Identify the problem/opportunity**

- What is the effect of the problem?
- How is it measured?
- What is the gap? What happens if nothing is done?

### **2. Analyze/Understand the problem**

- Find the “real” problem – get beyond the symptoms
- Verify the causes with data
- Validate conclusions with knowledgeable people

### **3. Generate potential solutions**

- Avoid the “I already have the answer!” syndrome
- Obtain multiple perspectives
- Use brainstorming or other idea generating techniques

### **4. Select a solution**

- Develop a set of decision – making criteria that includes costs, resources, skills, time, etc.
- Validate the proposed solution
- Develop an action plan for implementation

### **5. Implement the solution**

- Execute the implementation plan
- Track progress

### **6. Evaluate the solution**

- Determine the effectiveness of the solution
- Revisit the problem if desired results are not being achieved

## **Five Decision – Making Styles**

**Non – Committal** – Used to delay or avoid decisions. Appropriate when more information is needed, when a decision is not necessary, when making a premature decision would be detrimental to future possibilities.

**Command** – Used when decision – maker needs to maintain authority and control. Give information only when necessary during a crisis or emergency. Not the best way but can be effective when necessary.

**Consultative** – Used when decision – maker needs to keep authority and control, while getting input and advice from staff or subject matter experts. Members maintain responsibility and accountability.

**Delegation** – Used to pass the decision to other individuals or teams. Varying degrees of authority and control are also delegated along with the decision.

**Consensus** – Used to give all members of the team an opportunity to participate. Teams should practice and develop skills before consensus is tried. Total commitment is required. At a minimum, you need neutral agreement, if one member not on board, discussion needs to continue. Some tips are:

- Avoid arguing for your own point; instead focus on finding the greater good for all affected.
- Avoid changing your mind only to reach agreement, instead support only those solutions which you can live with.
- Avoid using techniques such as voting, majority rules.
- Be open to and look for creative ideas that go beyond the norm.



## **Conflict – How to deal with it**

There are many ways that people confront conflict. Below is a list of different conflict management styles. Each has advantages and disadvantages depending on the situation. What is critical is to be versatile in understanding and using each to the benefit of the team.

### **Accommodating Style**

- “Yes Sir/Ma’am”
- Characteristics:
  - Agreeable
  - Non – assertive
  - Cooperates even at expense of personal goals
  - Blames self
  - Suppresses anger
  - “Smoothing over” or playing down the conflict

Best used when:

- Conflict is not worth the risk of damaging the relationship

### **Avoiding Style**

- “It’s not really a problem.”
- Characteristics:
  - Non – confrontational (withdraws)
  - Denies issues are a problem
  - Expects resolution to occur spontaneously
  - Patient
  - Chooses not to act or decide
  - Represses anger

Best used when:

- Conflict is very small

- Issue is not important to you
- Issue is not worth the risk or effort to confront

### **Dominating Style**

- “Do it my way – and now!”
- Characteristics:
  - Confrontational
  - Aggressive
  - Demanding
  - Blames others
  - Impatient
  - Fully expresses anger

Best used in an emergency

### **Compromising Style**

- “I think this is the right way to do this procedure, but since we need to work together, let’s talk about it.”
- Characteristics:
  - Aggressive but cooperative
  - Willing to give some in order to get some
  - Seeks others to help resolve conflict

Best used when:

- No one solution is perfect
- There is more than one good way to address an issue
- You must give to get what you want

### **Collaborative Style**

- “I’m used to doing it this way, but I’m interested in learning more about your way.”
- Characteristics:
  - Assertive and cooperative
  - Shows mutual respect
  - Considers both sides
  - Takes action toward resolution quickly
  - Views conflict as OK
  - Interested in fixing problem, not the blame

Best used when:

- All parties openly discuss the issues
- A mutually beneficial solution is found without anyone making a major concession

**This style generally works best as it is solution – oriented and respectful of others.**

## TRAINING RESOURCES

**WIC Training Connection** - <http://dhs.wisconsin.gov/wic/WICPRO/training/index.htm>  
Go to the Leadership and Management link for training opportunities and information.

**DHS Training Website** - <http://dhfsweb/training/index.htm>

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