*CHAPTER 12 Quizzes:*

Negotiating a Collective Agreement Using Positional and Interest-based Processes

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# Situational Negotiating Styles (SNS)

What is your style in negotiating? Assume you are involved in each of the following situations outlined below. Circle the letter of the alternative that you think would most closely describe your behaviour in the situation presented.

Situations:

1. The financial control department has been striving to keep the organizational inventories as low as possible. This is because of changing inventories as a result of evolving services and production needs. Certain managers have complained about the lack of inventory and have indicated that it has caused some work stoppages. A recent restraint and cost reduction program has been put in place and you are required to implement it. Inventories will have to be cut even more. Several managers have asked to meet with you, the President, to encourage you not to cut inventories. You would:

1. Arrange a meeting between the managers and financial control department heads and seek to work out a solution which meets each group's needs.
2. Seek the advice of your managers in designing a program for cost restraint and make yourself available for discussion but do not push.
3. Be careful not to intervene but let the managers decide on priorities.
4. Get the input of your managers but be prepared to compromise and be willing to recognize each other's needs.
5. Emphasize the importance of meeting budget needs then act quickly to implement the inventory cuts.

2. The people working for you have traditionally worked long hours over the last number of years. They are not the regular 8:00 to 5:00 type, but often spend hours working in their homes. They work late into the evenings and often into the early hours of the mornings. They come into the office on a very irregular basis, and many people do not see each other for weeks.

Several suggestions have been offered to encourage managers to come to the office so that they might learn to work together in a more collegial fashion and so that clients could expect to see them at regular times. At a recent managerial meeting, you presented the problem to your staff and suggested that we might construct a norm where all people were in attendance during certain set hours of 2:00 to 4:00. They resisted and said that this would really affect the overall productivity. You would:

1. Take no definite action at this time.
2. Engage in informal interaction and try to develop a better understanding of their needs.
3. Get the input of the managers but be prepared to negotiate and compromise as long as they are willing to come in more often.
4. Seek the assistance of a consultant to implement a team management program.
5. Make yourself available for informal discussions and seek to identify schedules and other ways of improving team interaction.

3. It is customary in most organizations to have a party and gift be arranged for people who are retiring or leaving. No manager had ever left your organization before. A member of the managerial staff is retiring in a month. The individual is not the nicest person, and many people are happy to see him go. He was never a very good manager. Personally, you are rather happy to see him go. No staff members have said anything about buying a gift. You would:

A. Ask a secretary to buy a card, have people sign it and ask that people attend a lunch.

B. Make yourself available but take no special action.

C. Take no definite action but encourage others to take the individual to lunch.

D. Engage in informal interaction with staff and get their input on what to do.

E. Get involved and spend time to encourage others to come to a "farewell" lunch. Then arrange to buy a card and purchase a gift. It is an important principle that you would do for any fellow worker.

4. You are considering a major change. You have read a number of books about excellence in different types of organizations. In particular, you are interested in approaches which encourage your staff members to take a stronger service and client orientation. You are thinking about hiring a consultant to conduct a workshop for your staff.

 Two of your staff members saw the workshop outline and said that they think it is childish and silly. They said this in the presence of other employees. They think the workshop is trying to teach us school manners 'please' and 'thank you'. Some think the plan is superficial.

1. Emphasize the importance of customer service then act to communicate the need for the new program, and quickly proceed with implementation.
2. Arrange a meeting between the employees and seek to understand their concerns.
3. Seek the advice of your managers in designing a program for customer service.
4. Be careful not to intervene and let the managers decide on priorities.
5. Get the input of managers but be prepared to design a program that recognizes their needs as well as yours.

5. Recent information indicates some internal difficulties among subordinates. The group has a remarkable record of accomplishment. Members have effectively maintained long-range goals and have worked in harmony for the past year. All are well-qualified for the task.

1. Seek to understand the reasons for their internal difficulties.
2. Do what you can to make all the group feel important and involved. Informally, tell people you are willing to assist them, and encourage them to deal with the difficulty.
3. Make yourself available but take no definite action.
4. Be friendly and try to encourage people to talk about the issue.
5. Call the parties into your office and insist on learning more about the details.

6. The eleven people working for you get coffee from the central staff room located down the halfway. They carry it to their desks to drink while working. They do not have regularly scheduled coffee breaks, but regularly move to and from the coffee area.

 Recently, the floor of the office was covered by an expensive rug. You issued a memo requesting that no more coffee is to be taken to desks so that there would no be a chance that coffee is spilled on the rug.

 Following this note, two people asked you to change your memo. The conversation centred around arguments for and against coffee at the desk. Gradually the discussion included to threats about who ran the office and about loyal years of service. You would:

1. Insist on the importance of keeping the carpet clean and your new policy.
2. Do what you can to make the group feel and involved. Ask them for ideas of how we might keep the carpet clean as well as drink coffee at desk.
3. Take no definite action and wait for the emotion to blow over.
4. Be friendly and try to encourage them to change their behaviour.
5. Get managers' views and look for compromise.

7. A month and a half ago you took over as manager of a group of 8 service stations. David Keen is one of your managers. You know David well as you worked with him 10 years ago when he taught you how to be a mechanic.

 David has always done as little as he could get away with and the personnel records back this view. However, he has worked diligently to establish a gas station that he has set up himself. Both David and you applied for the job you now have. Since you took over the job, the relationship has declined. David, in your mind, has figured how to do even less than he used to. You would:

1. Take no definite action at this time.
2. Be friendly and try to understand David's feelings and perception of the issues.
3. Design a set of standards for performance measurement then discuss them with David.
4. Meet with David and lay the facts on the table. Look for some way to get an agreement.
5. Make yourself available for discussion and try to develop a way of working as a team.

8. A year ago, you took over as Director of a group of 15 professional staff. As part of your role, you wanted to design a performance appraisal system which would reward people that you thought deserved it. Over the last years, you felt that the previous director had equally distributed the rewards among all people to avoid the hassles of discrimination.

 Last year, you set out to evaluate staff on the basis of your view of rewards and three employees got higher rewards than others. Nine employees got average merit increases and three employees got no merit increases. Shortly after the awards were handed out, the three staff who received no merit increase began meeting with other members to compare notes. More than half the staff are making accusations that you rewarded your friends. They are angry and say that they are unwilling to submit themselves to another evaluation. They prefer a system of peer evaluation. You would:

1. Meet with them and look for some way to find some common ground. You would be willing to make some adjustments.
2. Do what you can to make the group feel involved and listen to their concerns.
3. Make yourself available for discussion and be willing to give in to their request. As far as you are concerned it would be a better idea if they took more responsibility for evaluation.
4. Take no definite action.
5. Get the staff's ideas but inform people you would be unprepared to give up the final responsibility for staff evaluation.

9. Two employees have gathered information about a computer system which should be implemented in the office. One employee says that the other has the best version and that a different type of computer system should be purchased. Only one system can be purchased. One person is more senior than the other. The information gathered on each system has merit. Actually, either system would do the job, although the program suggested by the junior employee has more long-run potential. You feel that no one will listen to the junior employee, even though his presentation should have equal merit. The senior employee’s presentation could have been better written. You believe that a discussion of these issues would be useful, especially since acceptance of the more senior employee's recommendations would reinforce attitudes of favouritism. You would:

1. Make the decision to purchase the best equipment but spend some time with employees communicating the merit of your decision.
2. Do what you can to make each group of employees feel important and involved. Take some extra time to make the junior employee feel important.
3. Take some time to encourage employees to assess the implications of the suggestions from the junior employee.
4. Buy both packages.
5. Take no definite action.

10. Employees responsible for assuring the health standards are maintained in a number of restaurants and food facilities in a large regional area. There are not enough inspectors to regularly check operations in all the establishments. As a result, the health standards agency has relied on a series of spot inspections. However, because of the work load, inspectors have only had time to respond to complaints from consumers or customers. You have recently looked at the monthly statistics of three employees:

 John Paula Janice

 Number of inspections made 10 30 60

 Number of complaints 3 10 20

 Hours of overtime 5 1 0

The statistics seem to indicate that the employees who seem to be doing the most inspections also have the most problems in their areas, however, the proportion of complaints to inspections made is consistent between employees. You understand that John does not file an official report every time that he hears a complaint and choses to be more informal in his area. Janice, on the other hand, seems to do everything by the book. You would:

1. Take no definite action because you have higher priorities. You may confront the issue if the need gets greater.
2. Set up a meeting with these people to assure that uniform standards were observed.
3. Talk to each employee individually and try to encourage them to change.
4. Take some time and assess the problem and decide on a course of action.
5. Get the people together and try to get them to agree on priorities and reporting mechanisms. Be willing to recognize that this may differ from official policy.

11. Your manager has been making some decisions which seem to be against policy. For example, the staff went to extremes in defining a policy for affirmative action where women were to be involved to assist with the selection process and assure its credibility. However, your manager hired two new staff members on his own. In another example, the staff requested the purchase of a number of computers, but the manager used the money to travel to international conferences. As a staff member, you would:

1. Immediately have a meeting and get assurance that he follows policy.
2. Take no definite action but look for an opportunity for the issue to be dealt with in the future.
3. Be friendly and try to listen.
4. Do what you can to make the manager feel part of the policy making process.
5. Make yourself available for discussion but do not push.

12. Your university organization has an engineer who everyone regards is generally incompetent, but brilliant and eccentric. Past departmental directors have side-lined him and have not given him any work being content to keep him away from the public. This situation has gone on for 15 years. The individual is very hard to fire since he has won several international scholarships and has distinguished degrees. On paper, he is capable. But, if you put him in front of an audience or a client, the situation becomes an embarrassment. He has no social skills and his work is not very relevant.

Most recently, the individual has been teaching management courses. In his teaching, students see him as eccentric. Each year, it's predictable that his students will organize a meeting with the director during the second or third week and complain that this was the worst teacher that they had ever had. As the new director, you would:

1. Do what you can to make the person feel part of the organization try to find a new place for him to develop a new niche.
2. Make yourself available for discussion to try to find some common ground where you could meet student needs as well as keep him in the classroom.
3. Immediately have a meeting and identify ways to make this individual improve.
4. Take no definite action but look for an opportunity for the issue to be dealt with in the future.
5. Be friendly and try to listen.

13. Your organization has tried to promote one of your secretaries to the job of office manager. He refused so you advertised the position and found a suitable candidate. All the staff, including the secretaries, agreed that the new person was the best for the job. She was pleasing, accommodating, and she seemed to be an ideal person for a department full of conflicts.

Two months after she took over the job, things were not working out. The secretaries who had refused to take the job were complaining that they had to teach her about her work. They were really making it difficult for her. As the manager, you would:

1. Clarify the policies on office interpersonal relations and seek to curb the secretaries' behaviour.
2. Do what you can to make each group of employees feel important and involved. Take some extra time to make the new secretary feel involved.
3. Take some extra time in encouraging employees to assess the issue in encouraging team work.
4. Look for some way to meet both groups' needs.
5. Take no definite action.

14. A shop steward has asked to work as acting assistant manager during a two week relief period. No one else wants the job. As a manager, you are reluctant, but agree if the shop steward agrees to step out of his union role.

Last night, the safety of one of the employees was put in jeopardy during a shift because of equipment failure. The shop steward acting as manager responded in his usual fashion and called an informal union meeting during work time and blamed the company. He spent most of his day lobbying and drumming up support for a grievance to management. You would:

1. Inform the shop steward of your displeasure and take steps to discipline the employee.
2. Take some extra time to help the understand why the new acting manager worked in this way and try to counsel him in seeing it from my point of view.
3. Take some extra time in working with the shop steward about management responsibilities and what could be done differently to avoid a grievance and working collaboratively.
4. Look for an agreement which would stop the grievance from happening.
5. Take no definite action at this time.

**Interpretation:**

This short test summarizes five different management styles: avoiders, accommodators, collaborators, controllers, and compromisers.

**Avoiders** might be more willing to avoid conflict situations and evade the issue or may withdraw from the discussion. This might be effective strategy when a discussion is heated or if you are in danger.

**Accommodators** are people who are more willing to respond to the needs and wishes of others, or to accommodate their needs. A person who uses this strategy is very concerned with trying to preserve the relationship even if it means "giving in." The approach may be appropriate in some situations where it is more important to maintain a positive relationship than to obtain an outcome.

**Collaboration** is a form of "win‑win" or “joint problem solving” strategy where you try to get both sides to focus jointly on the issues before them. It generally means acknowledging the conflict, identifying other's needs, concerns and goals, identifying alternative resolutions and their consequences, selecting the alternatives that meet the needs, implementing the alternative selected, and evaluating the results.

**Controlling** is an assertive style where the objective is to win or meet one's needs and self-interest. To win, the controller is often assumed to use almost any source of power available and acceptable -- rank, persuasion, information, incentives, logic, force, or manipulation. It is a style which is most associated with the win/lose negotiations. However, it is an appropriate style in situations which are life threatening, critical, or where people are non-rational or fiercely competitive. The outcome is usually thought of as "win-lose."

A **compromiser** strategy is where "you give a little and I'll give a little," or "I'll meet you halfway." This strategy encourages people to assume an inflated position, since they are aware that they are going to have to give a little. As a result, they will attempt to buffer their loss by inflating their initial position. It is possibly a more appropriate strategy when other collaborative strategies fail or when there is little trust in the relationship.

*Answers to the Quiz:*

**ALTERNATIVE ACTIONS**

 **AVOID ACCOMMODATE COLLABORATE CONTROL COMPROMISE**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1 **C B D E A**

2 **A B E D C**

3 **C E D A B**

4 **D B E A C**

5 **C D A E B**

6 **C D B A E**

7 **A E B C D**

8 **D B C E A**

9 **E B C A D**

10 **A C D B E**

11 **B C D A E**

12 **D E A C B**

13 **E B C A D**

**14 E B C A D**

 (1)\_\_\_\_\_\_ (2)\_\_\_\_\_\_ (3)\_\_\_\_\_\_ (4)\_\_\_\_\_\_ (5)\_\_\_\_\_\_\_\_

QUADRANT

SCORES



 Concern for person Concern for task

 QI Q2 Q3 Q4

ABILITY TO |\_\_\_\_\_\_\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_|\_\_\_\_\_\_\_\_\_\_\_\_\_\_|

FORM A

RELATIONSHIP HIGHLY TEAM PROBLEMS OF CONFLICTIVE,

 EMOTIONAL PROBLEMS MUTUAL WIN-LOSE ISSUES

 CONCERN

1

Generally, the above matrix illustrates that you might want to use avoiding or disengagement negotiating tactics during the first stages of an emotional conflict (Quadrant 1 – Q1). You might be more accommodating and listening in Q2 if you are responding to individual or team conflict, or other emotional issues. A collaborating style might be more appropriate on issues which are clearly more integrative or where there are mutual concerns. And, you might be more controlling if you are being pushed when issues are clearly win-lose, or when other parties are corrupt or dishonest.

The Situational Negotiating Styles (SNS) instrument assumes that different negotiating styles might be more suitable for different situations. Certain situations might call for more controlling behavior vs. accommodating or collaborating.

Check your scores to see how you responded to different cases which might call for different styles.

Check your ratings in the 14 questions and see how many times you rating correspond to a possible preferred style. For example, a preferred style for question 1 might be E or controlling in that it might be difficult to compromise the need to cut inventories. In question 2, a collaborative style might be most appropriate because there are possibilities of finding a creative, integrative schedules or other ways to solve the problem. Count the number of times your scores correspond to those suggested below. The higher the number, the greater your style flexibility, suggesting that while the collaborative style is central to what you do, you recognize the need to alter your style for certain situations.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **AVOID** | **ACCOMMODATE** | **COLLABORATE** |  **CONTROL** | **COMPROMISE**  |
| **14 B** | **3 A** | **2 E** | **1 E** |  |
|  | **4 B** | **6 B** | **9 A** |  |
|  | **5 A** | **7 F** | **11 A** |  |
|  |  | **8 C** | **13 A** |  |
|  |  | **10 A** |  |  |
|  |  | **12 C** |  |  |

 (1)\_\_\_\_\_\_ (2)\_\_\_\_\_\_ (3)\_\_\_\_\_\_ (4)\_\_\_\_\_\_ (5)\_\_\_\_\_\_\_\_

QUADRANT

SCORES

Controlling: There are situations described in cases 1, 9, 11, and 13 ,which are more win-lose in nature and might call for more controlling rather than accommodating.

Collaborative: The situations in cases 2, 6, 7, 8, and 10 might be more easily resolved in a collaborative style.

Accommodating style: Cases 3, 4, and 5 might be situations where you are more accommodating in recognizing individual needs.

Avoiding style: You might initially avoid and not respond immediately to the situation in case 14 until things calmed down.

In some situations, you might use other complementary styles. That is, more than one style might be appropriate, such as when you feel the need to be more accommodative during the first stages of a conflict.

# Conflict Management Inventory

Consider situations in which you find your wishes differing from those of another person. How do you usually respond to such situations?

On the following pages are several pairs of statements describing possible behavioral responses. For each pair, please mark the "A" or "B" statement which is most characteristic of your own behavior.

In many cases, neither the "A" nor the "B" statement may be very typical of your behavior, but please select the response which you would be more likely to use.

1. \_\_\_ A. There are times when I let others take responsibility for solving the problem.

B. Rather than negotiate the things on which we disagree, I try to stress those things upon

 which we both agree.

2. \_\_\_ A. I try to find a compromise solution.

 \_\_\_ B. I attempt to deal with all of his and my concerns.

3. \_\_\_ A. I am usually firm in pursuing my goals.

 \_\_\_ B. I might try to soothe the other's feelings and preserve our relationship.

4. \_\_\_ A. I try to find a compromise solution.

 \_\_\_ B. I sometimes sacrifice my own wishes for the wishes of the other person.

5. \_\_\_ A. I consistently seek the other's help in working out a solution.

 \_\_\_ B. I try to do what is necessary to avoid useless tensions.

6. \_\_\_ A. I try to avoid creating unpleasantness for myself.

 \_\_\_ B. I try to win my position.

7. \_\_\_ A. I try to postpone the issue until I have had some time to think it over.

 \_\_\_ B. I give up some points in exchange for others.

8. \_\_\_ A. I am usually firm in pursuing my goals.

 \_\_\_ B. I attempt to get all concerns and issues immediately out in the open.

9. \_\_\_ A. I feel that differences are not always worth worrying about.

 \_\_\_ B. I make some effort to get my way.

10. \_\_\_ A. I am firm in pursuing my goals.

 \_\_\_ B. I try to find a compromise solution.

11. \_\_\_ A. I attempt to get all concerns and issues immediately out in the open.

 \_\_\_ B. I might try to soothe the other's feelings and preserve our relationship.

12. \_\_\_ A. I sometimes avoid taking positions which would create controversy.

 \_\_\_ B. I will let him have some of his positions if he lets me have some of mine.

13. \_\_\_ A. I propose a middle ground.

 \_\_\_ B. I press to get my points made.

14. \_\_\_ A. I tell him my ideas and ask him for his.

 \_\_\_ B. I try to show him the logic and benefits of my position.

15. \_\_\_ A. I try to soothe the other's feelings and preserve our relationship.

 \_\_\_ B. I try to do what is necessary to avoid tensions.

16. \_\_\_ A. I try not to hurt the other's feelings.

 \_\_\_ B. I try to convince the other person of the merits of my position.

17. \_\_\_ A. I am usually firm in pursuing my goals.

 \_\_\_ B. I try to do what is necessary to avoid useless tensions.

18. \_\_\_ A. If it makes the other person happy, I might let him maintain his views.

 \_\_\_ B. I will let him have some of his positions if he lets me have some of mine.

19. \_\_\_ A. I attempt to get all concerns and issues immediately out in the open.

 \_\_\_ B. I try to postpone the issue until I have had some time to think it over.

20. \_\_\_ A. I attempt to immediately work through our differences.

 \_\_\_ B. I try to find a fair combination of gains and losses for both of us.

21. \_\_\_ A. In approaching negotiations, I try to be considerate of the other person's wishes.

 \_\_\_ B. I always lean toward a direct discussion of the problem.

22. \_\_\_ A. I try to find a position that is intermediate between his and mine.

 \_\_\_ B. I assert my wishes.

23. \_\_\_ A. I am very often concerned with satisfying all our wishes.

 \_\_\_ B. There are times when I let others take responsibility for solving the problem.

24. \_\_\_ A. If the other's position seems very important to him, I would try to meet his wishes.

 \_\_\_ B. I try to get him to settle for a compromise.

25. \_\_\_ A. I try to show him the logic and benefits of my position.

 \_\_\_ B. In approaching negotiations, I try to be considerate of the other person's wishes.

26. \_\_\_ A. I propose a middle ground.

 \_\_\_ B. I am nearly always concerned with satisfying all our wishes.

27. \_\_\_ A. I sometimes avoid taking positions that would create controversy.

 \_\_\_ B. If it makes the other person happy, I might let him maintain his views.

28. \_\_\_ A. I am usually firm in pursuing my goals.

 \_\_\_ B. I usually seek the other's help in working out a solution.

29. \_\_\_ A. I propose a middle ground.

 \_\_\_ B. I feel that differences are not always worth worrying about.

30. \_\_\_ A. I try not to hurt the other's feelings.

 \_\_\_ B. I always share the problem with the other person so that we can work it out.

**Your scores on the 5 styles for handling conflict**

Kenneth Thomas and Ralph Kilmann describe a person’s conflict management style along two axes: ‘cooperativeness’ and ‘assertiveness.’[[1]](#endnote-1) The axes illustrate five different styles of conflict:

Competing (assertive, uncooperative), Avoiding (unassertive, uncooperative), Accommodating (unassertive, cooperative), Collaborating (assertive, cooperative), and Compromising (intermediate assertiveness and cooperativeness).

* **Accommodating** – ‘I lose/you win’ - This is when you cooperate to a high-degree, and it may be at your own expense, and actually work against your own goals, objectives, and desired outcomes.
* **Avoiding** –  ‘I lose/you lose’ - This involves avoids the issue.  You aren’t helping the other party reach their goals, and you aren’t assertively pursuing your own.
* **Collaborating** – ‘I win/you win’
* This involves pairing up with the other party to jointly work towards common goals.
* **Competing** – ‘I win/you lose – This involves acting in an assertive way to achieve your goals, without seeking to cooperate with the other party. This also might seek to achieve results as the expense of the other party.
* **Compromising** – ‘Lose/lose or ‘I win a little/you win a little’ This requires a moderate level of assertiveness and cooperation.



The above Thomas-Kilmann conflict mode instrument is available in the following sources.[[2]](#endnote-2) Other versions can be found online.

*Answers to the Quiz:*

Transfer your score from the 30 questions to this sheet by marking the A or the B letters on the table below that you circled on each question. Then add up each column to get a score for each style.

No set of scores will ever describe you perfectly. They provide a way to talk about your most preferred and least preferred style for handling conflict - about your conflict comfort zone. You do not always approach things in exactly the same way; but neither do you try something different each time. Your starting point for managing conflict tends to be your comfort zone.

**Scoring and interpretation:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Competing (forcing) | Collaborating (problem solving) | Compromising (sharing) | Avoiding (Withdrawal) | Accommodating (smoothing) |
| 1 |  |  |  | A \_\_\_ | B \_\_\_\_ |
| 2 |  | B \_\_\_\_ | A \_\_\_ |  |  |
| 3 | A \_\_\_ |  |  |  | B \_\_\_\_ |
| 4 |  |  | A \_\_\_ |  | B \_\_\_\_ |
| 5 |  | A \_\_\_ |  | B \_\_\_\_ |  |
| 6 | B \_\_\_\_ |  |  | A \_\_\_ |  |
| 7 |  |  | B \_\_\_\_ | A \_\_\_ |  |
| 8 | A \_\_\_ | B \_\_\_\_ |  |  |  |
| 9 | B \_\_\_\_ |  |  | A \_\_\_ |  |
| 10 | A \_\_\_ |  | B \_\_\_\_ |  |  |
| 11 |  | A \_\_\_ |  |  | B \_\_\_\_ |
| 12 |  |  | B \_\_\_\_ | A \_\_\_ |  |
| 13 | B \_\_\_\_ |  | A \_\_\_ |  |  |
| 14 | B \_\_\_\_ | A \_\_\_ |  |  |  |
| 15 |  |  |  | B \_\_\_\_ | A \_\_\_ |
| 16 | B \_\_\_\_ |  |  |  | A \_\_\_ |
| 17 | A \_\_\_ |  |  |  |  |
| 18 |  |  | B \_\_\_\_ |  | A \_\_\_ |
| 19 |  | A \_\_\_ |  | B \_\_\_\_ |  |
| 20 |  | A \_\_\_ | B \_\_\_\_ |  |  |
| 21 |  | B \_\_\_\_ |  |  | A \_\_\_ |
| 22 | B \_\_\_\_ |  | A \_\_\_ |  |  |
| 23 |  | A \_\_\_ |  | B \_\_\_\_ |  |
| 24 |  |  | B \_\_\_\_ |  | A \_\_\_ |
| 25 | A \_\_\_ |  |  |  | B \_\_\_\_ |
| 26 |  | B \_\_\_\_ | A \_\_\_ |  |  |
| 27 |  |  |  | A \_\_\_ | B \_\_\_\_ |
| 28 | A \_\_\_ | B \_\_\_\_ |  |  |  |
| 29 |  |  | A \_\_\_ | B \_\_\_\_ |  |
| 30 |  | B \_\_\_\_ |  |  | A \_\_\_ |

The maximum score for any style is 12 and the total aggregate score is 30. A score of more than 6 on any style would indicate a preference for that mode, while a score of less than 6 would indicate relative neglect. The higher the total for each conflict style, the more frequently you tend to use that style. The lower the total score for each conflict style, the less frequently you tend to use that style.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Win/Lose  | Care-front  | Compromise  | Withdraw  | Give In  |
| The Shark  | The Owl  | The Fox  | The Turtle  | The Teddy Bear  |

This is only a one-point-in-time measure of your reaction to conflict situations and should not be taken as having great validity. The best way to use it is to see it as a corroborative device for your own perception of your preferred style.

1. Robert Blake and Jane Mouton’s Managerial Grid which was developed in the 1960s uses to two axes: ‘concern for people’ and ‘concern for task’ in illustrating five different styles of leadership. [↑](#endnote-ref-1)
2. Link to Thomas-Kilman conflict mode instrument. Validation sources include: Kilmann, Ralph; Kenneth W. Thomas (1977). ["Developing a Forced-Choice Measure of Conflict-Handling Behavior: The "MODE" Instrument"](http://epm.sagepub.com/content/37/2/309). *Educational and Psychological Measurement*. **37** (Summer): 309-325; Rahim, M. Afzalur, (1983). A measure of styles of handling interpersonal conflict. Academy of Management Journal, 26,2, 368-376. [↑](#endnote-ref-2)