

UNDERSTANDING CONFLICT STYLES

WAYS OF HANDLING CONFLICT

AVOIDANCE — You don't attempt to satisfy either your or the other's interest, sidestepping the issue (ignoring, passing the buck, delaying, etc.)

ACCOMMODATION — You sacrifice your interests in order to satisfy the other's interest (conceding, taking pity, etc.)

COMPROMISE — You settle for partial satisfaction of the other's interest (exchanging concessions, bargaining, etc.)

COMPETITION — You strive to satisfy your interests at the expense of the other's (forcing, arguing, pulling rank, etc.)

COLLABORATION — You satisfy both your interest and the other's (looking for new alternatives, problem solving, etc.)

Developed by Kenneth Thomas, "Conflict and Conflict Management," Handbook of Industrial and Organizational Psychology, M.D.D. Dunnette, ed., Rand McNally, Chicago, 1976.

CONFLICT STYLES

While conflicts may be successfully approached in many ways, each of us has a characteristic style of responding which develops over time and is a product of many factors:

- The societal attitudes about conflict that we assimilated;
- The way we saw our parents, teachers, media heroes, and other significant role models dealing with conflict; and
- Our own direct experiences with conflict.

Although conflict styles are as varied as the individuals they belong to, they can be grouped into three general categories:

- Avoidance
- Confrontation
- Problem Solving

Avoidance

The most obvious way to avoid a conflict is to simply avoid or ignore the other person altogether. But avoidance can also take other, more subtle forms which include:

- **Denial**

When we deny conflict, we may actually be very angry or hurt. Rather than express these feelings, we choose to swallow them. While we may appear to be unaffected by conflict, denial often leaves us feeling even more angry, frustrated, hurt, and resentful. As a result, these “underground” feelings may surface indirectly as back biting and gossip that may further fuel the conflict we were trying to avoid in the first place.

- **Accommodation**

Accommodators feel that agreeing is easier than disagreeing. When they sense a conflict in the making, accommodators quickly smooth over the situation by making apologies or justifying differences in taste or opinion. Sometimes the accommodator may even adjust his/her own opinions, desires, or behavior to bring them into alignment with those of another person. Accommodation is easier than letting the other person know how he/she really feels about what the other person has said or done and risking a friendship.

The effectiveness of accommodation in resolving the conflict depends on the importance of the issue involved. Pretending to agree may remove or bypass a one-time incident of small importance. However, if the situation continues, feelings will build, and the result may be a far more serious and disruptive conflict.

Confrontation

While some people tend to avoid conflict, others confront it head-on. A person who confronts tends to view conflict as a “win-lose” proposition. Believing that one person is right and the other is wrong, confronters are determined to win by proving that they are right. They may adamantly state their own positions while tenaciously disagreeing with the other person’s point of view. Or they might become more aggressive—hurling insults and making threats.

When the conflict involves one person who is in a position of authority over another, the person in authority may choose to confront by using his or her power. Threats based on authority or power are common between older and younger siblings, parents and children, teachers and students, and supervisors and employees. Most of us have heard “because I said so” at least a few times in our lives.

Confrontation, like avoidance, is seldom effective in resolving conflicts. Avoidance may temporarily defer the conflict. But unexpressed feelings will often fester into an even more serious problem. On the other hand, when the response to a conflict is confrontation, a small incident is likely to escalate into a serious, long-term struggle. The result of both styles is that no progress has been made towards establishing communication and finding a workable resolution.

Problem Solving

In contrast to the person who avoids conflict, the problem solver is likely to view conflict as a natural part of all human relationships, not as a sign that something “bad” has happened. Unlike the confronter, the problem solver is less concerned with “right” or “wrong,” and more concerned with finding a solution that will be satisfactory to both people.

- **Compromise**

One common means of problem solving is compromise. The person who chooses to compromise usually assumes that in order to resolve a conflict, each person must give something up. Instead of one winning and the other losing, each wins partially and loses partially.

Compromise can be effective and efficient if each person retains what is most important, while giving up something only on less important issues. However, if either person lets go of something held dear simply for the sake of the compromise, the resulting unhappiness and resentment can make the problem worse. In this situation, compromise is actually a form of accommodation.

- **Collaboration**

Collaboration is another approach to problem solving that avoids the pitfalls of compromise. Rather than assume at the outset that something will have to be given up, the collaborator attempts to explore with the other person how both of their needs might be met. The assumption is that it is often possible to find a “win/win” solution in which neither person loses.

To be successful, collaboration requires an understanding of what led to the conflict and what is at stake for each person. This information not only provides the basis for a solution to the immediate problem, but can also help avoid similar problems in the future. Collaboration works best when both people involved in the conflict pool their skills and expertise to work toward a mutual solution. But this cooperation is seldom the case at the outset. More often one person may want to confront or avoid. However, if the collaborator is persistent and demonstrates a genuine interest in the other person’s needs and point of view, he/she may succeed in engaging the problem-solving capacities of the other person.

Effective communication is the connection of people that allows for the exchange of thoughts, feelings, and ideas, which leads to understanding.

It begins with self-assessment

One of the keys to promoting change in our communication behavior is by gaining a clear understanding of our own patterns, predispositions, and tendencies regarding our interactions with others. What we are most apt to do in a given situation and why we react in that way are important questions that deserve careful consideration. Much of our communication behaviors, styles, habits, values, and needs are in large part a result of strong cultural and familial influences. Based upon our background and experiences, we have been programmed to think and behave in certain ways. During the course of our lives, we have acted consistently with what has met our individual needs. Defining exactly what our individual needs are and how they are evident in our interaction, is critical to enhancing the effectiveness of our communication skills.

Like computers, we can do only what we have been programmed to do. Unlike computers, we do not come equipped with manuals that explain the operating software program, how it works, and how to make modifications if desired. Linked to our communication behavior is a set of operating assumptions that guides how we view, interact, and place value on the events in our world. Some of our operating assumptions may be hidden from conscious view and require a great deal of effort to understand. We may be using behaviors based on assumptions that are no longer true. We may be demonstrating behaviors that meet our own specific needs, but render us less effective in addressing the needs of others.

Periodic examination of our operating assumptions and responses are necessary to determine ways by which to improve our effectiveness.

There is a myriad of self-assessment tools. Through the use of such tools, we are able to take advantage of the laboratory that life has provided us with and use what we have learned about ourselves to reprogram our thought processes, to build upon areas of strength, and increase effectiveness in specific skill areas.

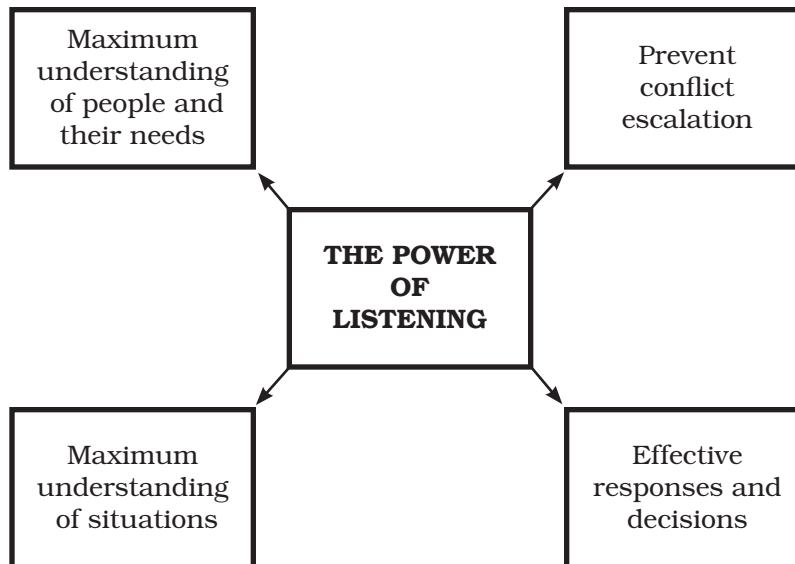
CONFLICT SELF-ASSESSMENT QUESTIONNAIRE

1. How do you define conflict, or what does the word “conflict” mean to you?
2. How do you usually respond to conflict situations? Why?
3. What approaches to handling conflict are you least comfortable with?
4. Identify the types of conflict situations that you are likely to deal with quickly:
5. Identify the types of conflict situations that you are most likely to avoid or delay dealing with.
6. Can you identify any positive aspects of conflict? If yes, please describe.
7. Based on the conflicts you have faced, what important lessons have you learned about yourself?
8. Describe one of your most successful experiences handling a conflict.
9. Describe one of your most frustrating experiences with conflict, or identify how an important, unresolved conflict situation has affected you.
10. What are your most effective conflict management skills?
11. Which conflict management skills would you like to improve?

The objective of this communication approach is to:

- Promote the maximum understanding of the presenting situation;
- Promote the maximum understanding of people and their needs;
- Use effective responses that prevent conflicts from exploding;
- Reduce problems resulting from misunderstanding; and
- Increase problem-solving ability and turn negative situations into positive ones.

The Power of Listening



The Power of Listening *(continued)*

BEHAVIOR OF EXCEPTIONAL LISTENERS

- What do exceptional listeners do?
- What are the benefits of being an exceptional listener?

How We Should Listen

Attitude is Most Important

Sincerity will often find its own technique. Technique does not necessarily seek sincerity.

Being willing to listen promotes an environment of respect and provides a pathway for effective communication to begin.

Listen

Be prepared to listen with your ears, eyes, heart, and mind.

To give our full attention and maximum use of our faculties, it is important to deal with external and internal distractions.

Empathize

Try to step into the other person's shoes so that you can gain a better understanding of what they are experiencing.

Empathy makes it possible to listen carefully and process what is being said.

Validate

Acknowledge what makes sense or what seems valid in what the other person is saying.

Frequently, during conversations or even in heated discussions, people make points that are quite valid, yet there is a failure to acknowledge this validity. The result is more frustration and negative communication. It is important to state that validation does not necessarily mean agreement with the other party's position.

Some examples of Validating Responses:

- “It seems that you are angry and frustrated because you believe that the staff has not recognized your efforts.”
- “It makes sense to me that you would feel angry because it appears to you that you are being held responsible for something that is out of your control.”
- “I might be angry as well if I felt the same things were happening to me.”
- “You make a good point. I was very distracted when you came to talk to me the other day, and I wasn't able to pay close attention. I can see why you became angry.”

Clarify

Ask for information that allows the people to tell their story.

- “Could you tell me more about what you expected from me when you brought the concern to my attention?”
- “What bothers you the most about this situation?”
- “What do you want me and the other staff to understand that we don't see right now?”
- “Why was this so important to you?”
- “Why do you believe that this happened?”
- “What else can you tell me about this situation?”

Summarize

In your words, restate what the other person has said to you.

- “So far, it seems as though what you have been saying is . . .”
- “The three main points you have been making seem to be Is there anything that I have missed?”
- “Let me see if I understand exactly what is bothering you.”

Do not . . .

- Interrupt
- Blame
- Think of what you are going to say while the other person is talking
- Change the subject
- Minimize the situation
- Ignore
- Jump to solutions or conclusions

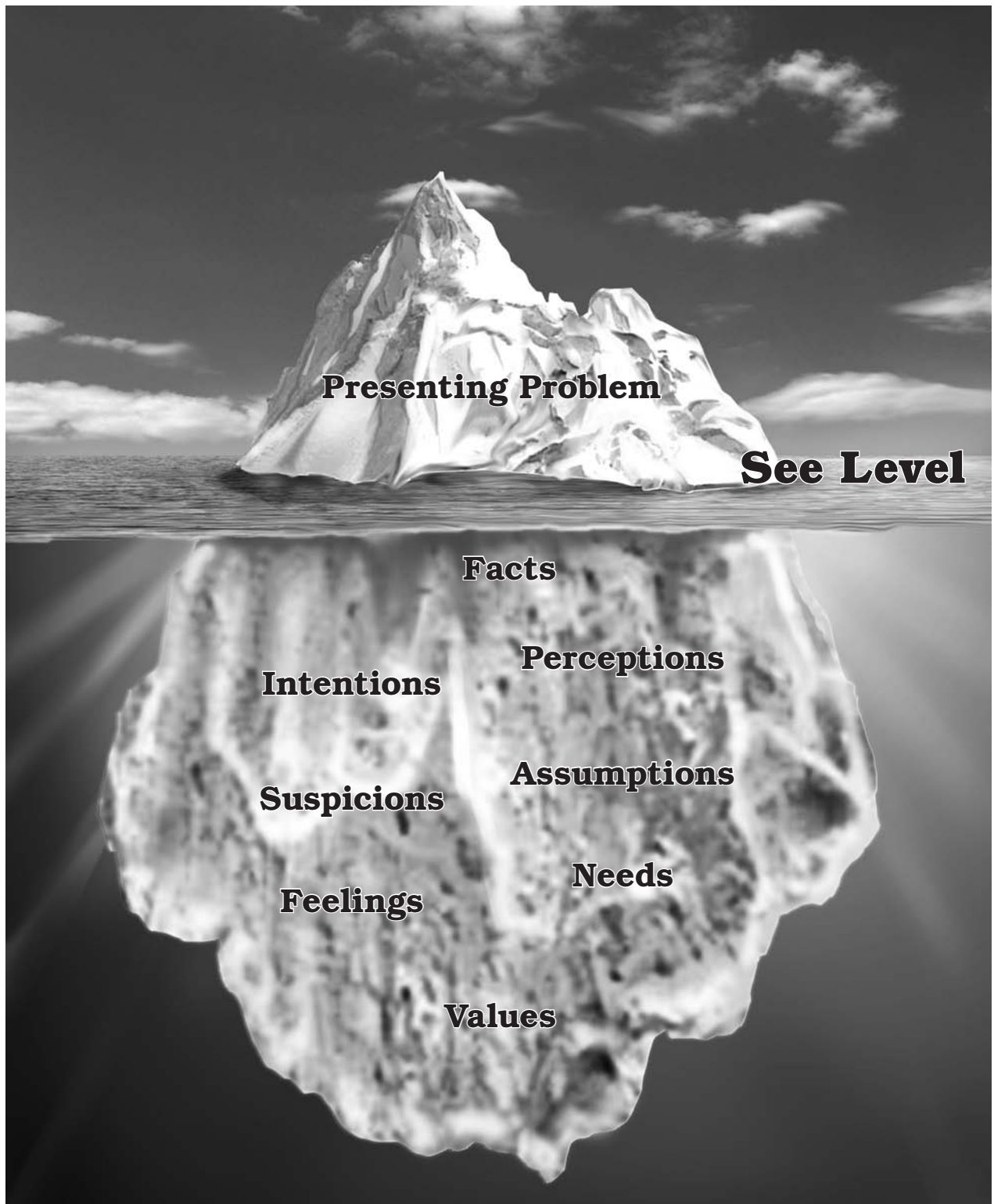
The specific information we listen for . . .

The ability to clearly understand people, their situations, issues, and needs is dependent upon the effectiveness of listening skills. A person with effective listening skills is able to distinguish conflict causes from symptoms, hear and validate people's important issues and feelings, reduce conflict, and prevent a situation from exploding as well as being able to help defuse anger so that the situation can be managed.

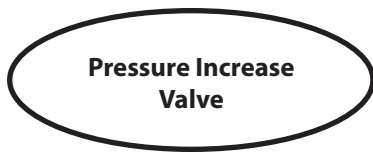
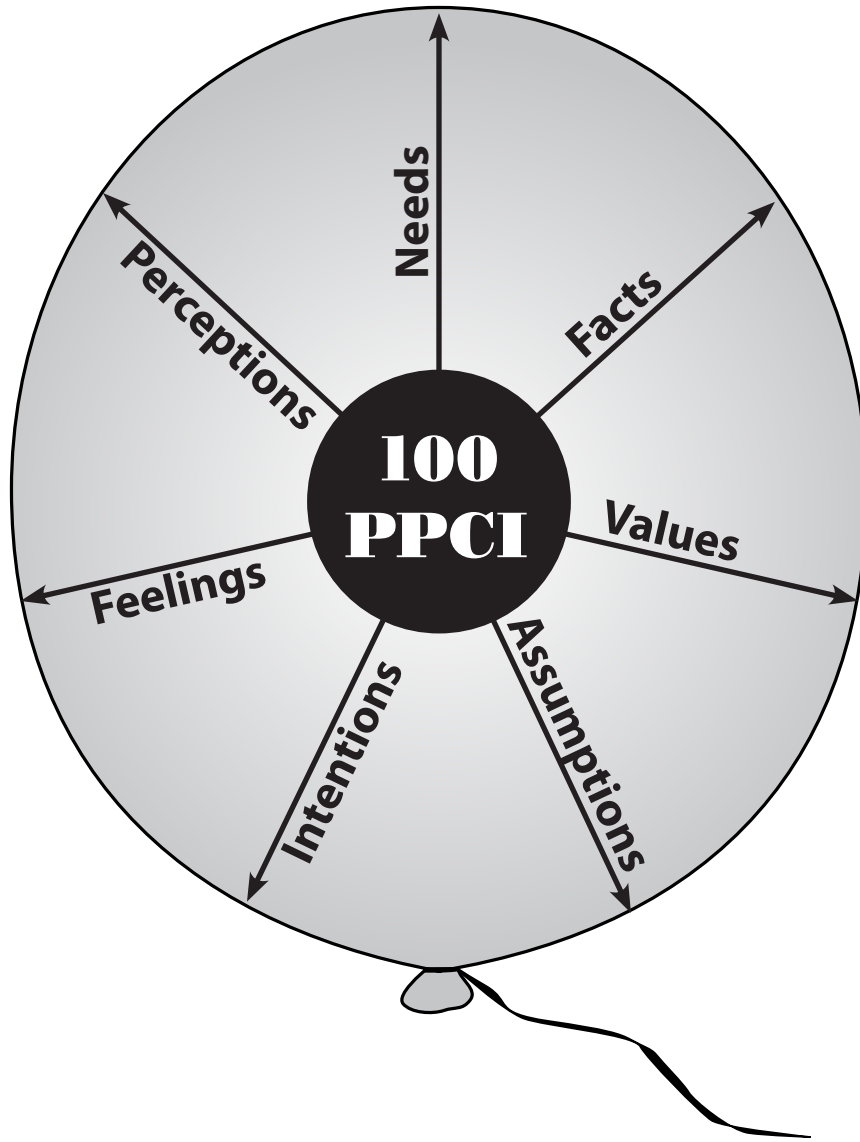
Effective communication and listening skills help set the tone and establish a model for how people can work and solve problems together.

In both problem solving and conflict resolution, one of the most important tasks of the listener is to help fully identify issues and underlying concerns through effective questioning. For the questioning to be effective, it must be clear as to what specific information is being sought. If we are not clear about what information we are looking for then we cannot ask the right questions.

Exploring Beneath the Tip of the Iceberg



Developed by Kenneth Hawkins, CYC Trainer, from *Conflict Resolution for School Leaders*, p. 23.



- ↑ Ignore
- Discount
- Interrupt
- Yell
- Blame
- Minimize
- Trivialize
- Change Subject
- "I told you so."



- ↓ Listen
- Empathize
- Validate
- Clarify
- Summarize

In problem solving and conflict resolution, we need to focus on:

Issues and Facts

It is important to understand the main issues and facts from the other party's perspective.

Perceptions

It is often said that when people express their viewpoints, they are merely describing their perceptions, not reality. It is important to understand that when a person expresses their perceptions of a particular situation, it often is their reality. It is essential to ask questions that allow people to identify and express their perceptions of the events surrounding the conflict situation.

Values

People's reactions to certain situations, sensitivities to particular issues, and tolerances for specific behaviors are often heavily dependent upon their values. At times, the listener must be capable of exploring and understanding strongly held beliefs and defining the significance people attribute to certain events. It is not being suggested that the listener should interrupt an angry party and demand an explanation of their general values and belief system. The listener should ask questions and seek information that defines key values and identifies the aspects of the conflict that are the most significant.

Assumptions and Suspensions

To gain an accurate understanding of how people are framing and reacting to conflict situations, as well as knowing the context from which the people in conflict are operating, the listener will need to identify the basic assumptions and determine what the other person assumes to be true and valid. It is of equal importance to discover what suspicions people may have about why a specific situation is occurring, or perhaps why a person is behaving in a particular way.

Feelings

It is valuable to identify feelings, not simply provide a vehicle through which venting can occur, but also to ensure an opportunity to acknowledge the specific feelings that have prevented the conflict from being resolved.

Intentions

Many people in conflict feel terribly misunderstood. Misunderstanding intentions is often a major contributor to conflict escalation. Because everyone desires to present their best images and because people hate to be misunderstood, the listener must ask questions and provide opportunities that allow parties to present and clarify their intentions.

Needs

In many instances, as people present their issues they are describing their needs. Appropriate questions will allow the parties to identify the needs.

Effective Messages

Set a Positive Stage

- Ask if this is a good time to talk.
- As if this is a good place to talk.
- State your positive intentions and let the person know that the reason you are talking to him or her is that you want to make the situation better.

Some Rules for Fairness

- Be willing to give 50% of the speaking time to the other person.
- Let the other person know that after you have spoken, you want to hear his/her thoughts and feelings about what you have said.
- Let the other person know that you are willing to listen to his/her side of the story.

Give a Message That Will be Heard

- Briefly and specifically describe what the other person did and how you were affected.
- Talk about your own feelings.
- Describe what is bothering you.
- Let the person know specifically what you need in order to make the situation better for you.
- Ask if the person understands what you are saying.
- If the person is having a difficult time understanding or listening, ask if there is something that you can do to help him/her listen and understand you more clearly.

Example of an Effective Message

“John, on Monday, June 1, I asked you to complete a report. You told me that you would have the work finished by June 7. It has now been three weeks and you haven’t completed the work yet. When you told me that you would complete the work by a certain date and then didn’t do it, I was very disappointed. I had put a lot of trust in you. Presently, I don’t feel I can trust you to do what you say you will do. What I need from you is an explanation and the report. Then we must decide where we go from here and what type of work relationship we will have.”

When you . . . ***Describe what the person did.***

I feel . . . ***Describe how you feel or how you were affected.***

What I need to make the situation better for me is . . . ***State what you need.***

Do not . . .

- Blame
- Attack, Insult
- Scream, Yell
- Call Names

Constructive Criticism

Withholding positive or negative criticism denies the person the opportunity to grow and also denies the person the knowledge that his or her work is appreciated. When constructive criticism is given and the motive is to support and encourage growth, it can be a powerful learning tool.

Positive Criticism

Our society tends to value only negative criticism. When we criticize a person's work, it seems easy to find fifty things that are wrong, yet it seems unimportant or difficult to identify its positive aspects. People need to know exactly what they have done well. For example, to say, "Mike, I felt good about your work" is not as useful as saying, "Mike, when you told Nora that you wanted her to listen to Michelle and stop interrupting her, the meeting really improved because people began behaving much more respectfully." This kind of information lets people know what skills and behaviors work effectively.

Example, Helpful:

"Raymond, I noticed that when you borrowed Gloria's tapes last Friday, you didn't return them. This has happened twice before, and Gloria is complaining to me that she has not been able to conduct her training effectively because she doesn't have all of her videotapes. I am concerned about your relationship with Gloria and would like to help."

This criticism is helpful because it lets Raymond know **what** he did, **when** he did it, **how many times** he did it, and **how the other party was affected by it**.

Negative Criticism

Negative criticism should not be used as a **weapon** to **get back** at someone for criticizing your work, or to **hurt** someone because they did an ineffective job.

Example, UNhelpful:

"Jack, the job you did was absolutely horrible. How could you have done such awful work?"

This criticism is useless because it has no instruction in it, nor does it identify the specific behavior that needs to be changed. This type of criticism only leaves Jack feeling terrible about himself. If you offer nonspecific criticism, ask yourself about the purpose of the critique. Is it helpful in that it enables a person to see what behavior and skills need to be changed so that work can be improved? Or is it to hurt and get back at someone?

Sources of Communication Difficulties

DIFFERENCES IN:

Words

Words can have different meanings.

Meanings are ambiguous.

Some cultures use emotions to embellish speech.

Some cultures use superlatives and flowery language.

Some cultures do not have politeness phrases.

Some cultures understate the intensity of certain types of conflicts.

Some cultures don't use "no" to save face.

Tone

Some cultures speak using low, monotone voices.

Some cultures speak loudly, particularly in public.

Women in some cultures speak in high, soft tones.

Some people speak softly, almost inaudibly, to authority.

Rapidity of Speech and Directness of Exchange

Some people speak rapidly, and without pauses.

Some people speak slowly, with long pauses, especially before answering questions.

Some people value direct communication with statement-response.

Silence

In some cultures the silent treatment is an insult.

For some, silence is withdrawing into one's privacy.

For others, silence is fullness, not emptiness to be filled.

For some, to interrupt a silence is an insult.

Laughter

For some cultures laughter is for fun, happiness, and joy.

For other cultures laughter could be for embarrassment or even tragedy.

Facial Expression and Eye Contact

For some, eye contact in public is not encouraged.

Prolonged eye contact can be a challenge.

For some cultures, relaxed eye contact from a listener is a sign of attention.

For some, eye contact is a sign of disrespect for the speaker.

For some, closing the eyes could be a sign of listening.

The Face

Some show little expression on their faces; subtle changes could denote expression.

The “dogface” or “mask” is shown in public places.

Others show a large range of emotion in their face.

Gestures

There are differences in the amount of body movement and whether movement is fast or slow, tense or relaxed.

Gestures can be formal or informal—e.g., Japanese bowing lower to show respect for status.

Touch

Some cultures like to touch, smell, and feel—e.g., Arab men can hold hands in public. Our culture doesn't encourage touch except for intimate relationships. We may be forced to touch in public places (elevators, busses), but we distance ourselves from others by not having eye contact.

Dress

Formal dress for doing business—e.g., Japanese people are wary of businessmen not dressed in a traditional dark suit, white shirt, and dark tie. North Americans like informal dress.

Spatial Relationships

We have zones depending upon whether the relationship is intimate, social, or public. Our average distance is about two-and-a-half to three-feet away.

Other cultures (e.g., French, Spanish) like to be closer when talking.

Informal Rules

To line up in waiting for movies, busses, etc., or push your way forward;

To have informal chit chat before a discussion or to start right in;

To interrupt a conversation;

To speak out against authority;

To contradict another person;

Rules around how conflict is handled; and,

What's public and what's private.

Planning for the One-to-One Conflict Management Process

To establish an effective conflict resolution and problem-solving process, it is essential that participants be well prepared. The following identifies key planning points for addressing conflict. The following material is from the book *The Conflict Manager* by Kenneth Hawkins, ©2004.

Step 1: Define the Situation

- What concerns you most about this situation?
- Exactly how are you being affected?
- Who else is being affected and how?
- What assumptions are you making about the situation and the other people involved?
- Does the situation indicate a pattern?
- What happens if the situation is not handled quickly, effectively, or not at all?

Step 2: Self-Assessment

- Identify your values or beliefs that are presenting themselves in the situation.
- Is there a pattern in the way you have responded to similar situations?
- What do you want the other participants to understand?
- Identify specifically what you need and from whom, to make the situation better for you.
- What sources of power and assets do you bring to the situation?

Step 3: What do you know about the parties involved?

- What is the communication style of the other people involved?
- What is the negotiation or conflict management style of the others?
- What do you know of the other person's reputation?
- What sources of power and assets does the other person have?

Step 4: Clarify Mutual Needs and Benefits

- What are the mutual interests, needs, and benefits?
- What can you offer the other parties to improve their situation?
- What can other parties offer to improve your situation?

Step 5: Identify Resources

- Identify the available resources to help you deal with the matter.
- What additional resources do you need?

Step 6: Clarify What You Must Have — Bottom Line

Step 7: Identify Possible Solutions

- Make a list of possible options.
- Identify the options that are the most realistic.
- Examine the options that offer high mutual benefits.

Although it is important to begin identifying possible options, it is extremely important not to prematurely turn these into the *only* options.

Step 8: Identify Potential Obstacles

- Considering the options you have chosen, identify the obstacles that you are likely to encounter.
- If the obstacles arose, how might you handle them?

Step 9: Consider the Need for Follow-Up

- What kind of follow-up and monitoring might the situation require?
- If any agreement had to be modified, how might that be handled?

Step 10: Notify Other Person(s) About the Meeting

- Let the other person(s) know that you would like to meet with them.
- Identify the purpose of the meeting.
- Set a mutually beneficial time to meet.

What is Bothering Me About My Situation?

What specifically concerns me about this conflict?

How does the conflict affect me?

- What are my feelings? (Identifying our feelings can eliminate confusion.)

What are my assumptions and suspicions about the situation and the other people involved?

- What assumptions do I have about why this situation is occurring?
- What do I think about the other person's motives and intentions?

What would make the situation better for me?

- What do I really want and/or need?
- What changes do I want to take place?

If I do nothing about this situation, what is going to happen?

- Will the situation occur again?
- Will the conflict go away?

Using the One-to-One Model of Conflict Resolution

THE COLLABORATIVE PROBLEM-SOLVING PROCESS

- Stage 1: Setting the Stage
- Stage 2: Define the Issues
- Stage 3: Further Explore and Understand the Issues
- Stage 4: Identify Possible Solutions
- Stage 5: Closing

THOMAS-KILMAN CONFLICT MODE INSTRUMENT

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

Below are several pairs of statements describing possible behavioral responses. For each pair, please circle 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 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/her have some of his/her positions if he/she 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/her my ideas and ask for his/hers.
B. I try to show him/her the logic and benefits of my position.
15. A. I might try to soothe the other's feelings and preserve our friendship.
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 person happy, I might let him/her maintain his/her views.
B. I will let him/her have some of his positions if he/she 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 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/hers 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/her, I would try to meet his/her wishes.
B. I try to get him/her to settle for a compromise.
25. A. I try to show him/her 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/her maintain his/her 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.

SCORING THE THOMAS-KILMAN CONFLICT MODE INSTRUMENT

Circle the letters below which you circled on each item of the questionnaire.

	Competing (forcing)	Collaborating (problem solving)	Compromising (sharing)	Avoiding (withdrawl)	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			B	
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

Total number of items circled in each column:

	Competing	Collaborating	Compromising	Avoiding	Accommodating

YOUR SCORES ON THE THOMAS-KILMAN CONFLICT MODE INSTRUMENT

		Competing	Collaborating	Compromising	Avoiding	Accommodating
HIGH 25%	100%					
		12		12	12	12
					11	11
		11	12	11	10	10
		10	11	10	9	9
MIDDLE 50%						8
	90%					
		9	10			7
		8		9	8	
	80%					
			9			6
				8		
	70%					
		7			7	
	60%					
	6				5	
		8		6		
			7			
50%						
		7				
40%		5				
					4	
			6			
30%		4		5		
			5			
			6			
					3	
LOW 25%	20%	3			4	
			5			
				4		
					3	
	10%	2				
			4			
			3	3		
		2	2	2	2	
	1	1	1	1	1	
0%	0	0	0	0	0	

Scores are graphed in relation to the scores of 339 practicing managers at middle and upper levels in business and government organizations.