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Conflict Styles and College Roommates

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Conflict Styles and College Roommates

Billie Radcliffe

Honors Project

The University of Akron

Conflict Styles and College Roommates

Abstract

This project focuses on the conflict that occurs between roommates and proposes an hour and a half training module designed to help participants understand the impact of conflict on their relationships and to develop strategies for improved conflict resolution in the future. The training will be based on the Thomas-Kilmann MODE Instrument, history of conflict styles, and how conflict and conflict styles affect roommate conflict.

Conflict Styles and College Roommates

Conflict occurs in every relationship, whether it is a superior-subordinate relationship, a friendship, or even a college roommate relationship. Conflict occurs most often because of miscommunication, so the emphasis on clear and concise communication in relationships is important and needed for the relationship to be healthy and successful. As for college roommates, working through conflict is especially important because roommates share the same living space. They often eat together in the same space, they sleep together in the same space, they do life together in the same space. College roommates can either become the best of friends or enemies, depending on the conflict and kind of communication that occurs in the relationship. By understanding that there are different ways to go about conflict, depending on the value of self needs and the other involved person's needs, I can better relate and understand the different kinds of roommate conflict and how to go about possibly resolving them.

As an aspiring student affairs professional and a soon to be graduate with a bachelor's degree in business and organizational communication, this kind of project intrigued me. I wanted to do this project is because I have been studying communication for the past four years and because of my involvement with the college roommate relationship as a resident assistant for the past three years. I wanted to gain a better understanding about the different styles of conflict that have been studied by previous scholars and I wanted to learn how to utilize my better understanding of the conflict styles within my role as a resident assistant. By creating this training module for resident assistants, my hope is that it can help them become better at understanding their residents, why they respond to conflict the way that they do, and how to help them become better communicators.

Literature Review

Defining Conflict

Conflict occurs within all kinds of human relationships, but it is prevalent in interpersonal relationships where the parties share a living space, such as married couples or college roommates. Ultimately, the sharing of space and life interjects a great deal more into the relationship than just interacting with some random person or friend one may see occasionally. Conflict is described as “the interaction of interdependent people who perceive incompatibility and possibility of interference from others as a result of this incompatibility” (Folger, Poole, & Stutman, 2013, pg. 4). Incompatibility, or “differentiation, refers to the pattern of interaction that sharply distinguishes opposing positions” (Putnam, 2010, pg. 327). Conflict is part of the human interaction process – it is constituted and sustained by the involved person’s behavior, their reactions from and to each other, through particularly verbal and nonverbal communication (Folger, Poole, & Stutman, 2013).

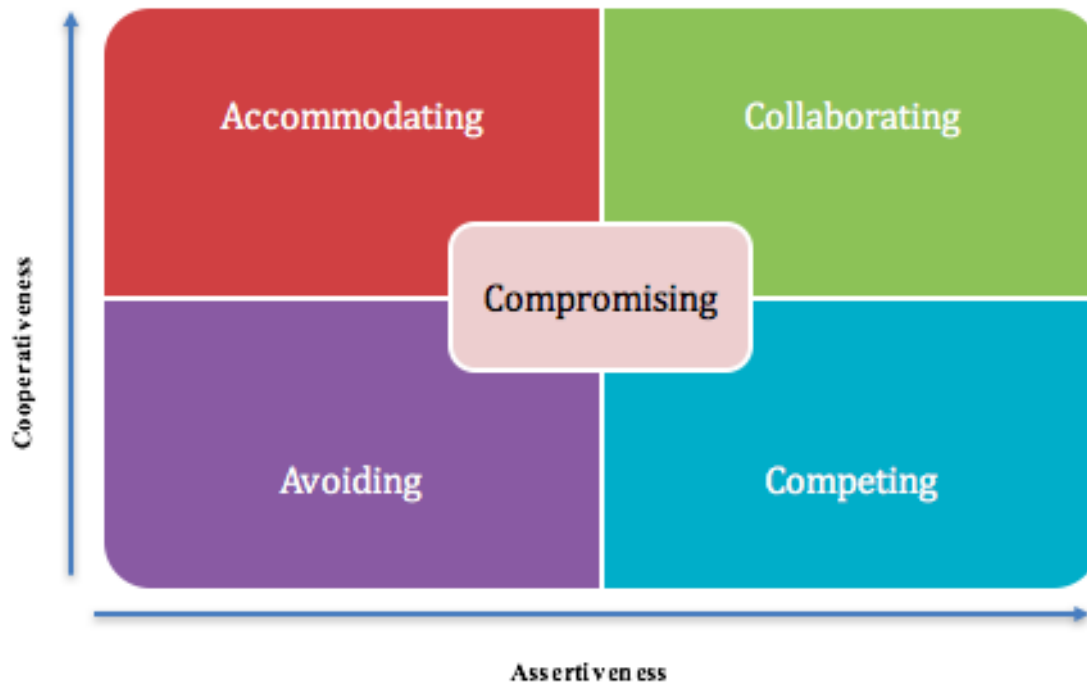
Theory of Conflict Styles

The beginning of conflict styles originates from the study of conflict and how not everyone responds to conflict the same. Pondy (1967) describes the reasons as to why conflict occurs into four factors – (1) antecedent conditions, like policy differences or scarcity of resources; (2) affective states, like stress, tension, hostility, and anxiety; (3) cognitive states of individuals, like their perception or awareness of situations that can cause conflict; and (4) conflictful behavior, like passive-aggressiveness or apparent aggression (pg. 296). Thomas and Kilmann (1974) describe conflict situations as being when the concerns of two people appear to

be incompatible. Conflict is most often assumed to be negative, but it is also considered to be functional for organizations (Rahim & Bonoma, 1979, pg. 1323).

Styles help to resolve conflict and understand that people use different styles to react to conflict. Simply put, conflict is complicated. Rahim and Bonoma (1979) list three points about conflict: (1) there is no tool for identification, typology, or taxonomy of conflicts occurring within an organization or its participants; (2) there are not clear sets of rules to suggest when conflict should be maintained, when lessened, or when left alone; and (3) there is not a set of clear guidelines to state how interpersonal conflict should be handled at certain times and in certain situations (pg. 1323). Conflict styles are the way that people react to conflict. By being able to categorize people's behavior for when they are dealing with conflict, it makes it easier for others, especially those who behave differently while handling conflict, to understand the other.

Conflict styles were originally conceptualized based on two dimensions: concern for people and the concern for the production of others (Rahim, 1983, pg. 368). When Blake and Mouton (1964) started their research on interpersonal conflict styles, why conflict occurs, and how to deal with conflict between different kinds of people, they started with trying to figure out how conflict works between the subordinate and the supervisor. Since their research in the 1960's, the study of conflict and conflict styles has expanded much beyond those two roles. Other researchers have looked further into conflict between the supervisor and subordinate roles, but other researchers, such as Fincham (2003), have studied conflict and conflict styles between interpersonal relationships like marriage and group conflict.



History of Conflict Styles

Early researchers discovered strategies to manage conflict along one dimension, defined by competition and cooperation as complete opposites (Deutsch, 1949, pg.130). But it was not until researchers Blake and Mouton (1964) created a two-dimensional model called the managerial grid, which classified conflict styles, or modes, for dealing with interpersonal conflict. The model focused on the five styles of conflict management – forcing, confrontation, compromise, withdrawal, and smoothing. Today, the five styles of conflict are called competing, collaborating, compromising, avoiding, and accommodating. These have been changed and developed over time by the research completed by Thomas and Kilmann.

Each of the conflict styles has a different approach to conflict. Styles fluctuate depending on the situation. A person may respond with one style in a situation and then use a different conflict style in another situation. The style of competing, high in the dimension of assertiveness

and low in the dimension of cooperativeness, is considered a closed style (Folger, Poole, & Stutman, 2013, pg. 115). When someone displays the conflict style of competing, the “individual pursues his own concerns at the other person’s expense” (Thomas & Kilmann, 1974, pg. 8). In other words, competing is an “I win, you lose” situation. For example, say if two roommates were arguing over who should clean the dirty dishes, a person who would use the competing style in that situation would blame the other person and state that the other person is responsible for the dishes. The roommate who is blaming the other roommate for the reason why there are so many dirty dishes is the person who “wins” because he or she does not feel responsible for the dirty dishes, which means that he or she will most likely not clean them.

The style of collaborating, high in assertiveness and high in cooperativeness, is “favored by most scholars and practitioners, because its goal is to develop a solution that meets all of the important needs of both parties” involved in the conflict (Folger, Poole, & Stutman, 2013, pg.120). Collaborating is the opposite of avoiding and it takes exploration of disagreements and an attempt to understand insights between the two involved persons to find an alternative solution that meets both concerns (Thomas & Kilmann, 1974, pg. 9). Simply put, it is when two people decide that their concerns for each other and for themselves are equally important, so they decide to come to a mutual decision that benefits all parties involved. Continuing with the dirty dishes roommate conflict, a person who uses a collaborative conflict style in this situation would sit the other roommate down and try to configure a schedule that works for the both of them to be able to do the dishes.

The conflict style of accommodating, low in assertiveness and high in cooperativeness, is the opposite of competing. An individual who uses the accommodating conflict style “neglects his own concerns to satisfy the concerns of the other person” (Thomas & Kilmann, 1974, pg. 8).

Thomas and Kilmann (1974) continue to describe that “there is an element of self-sacrifice in this obeying another person’s order when one would prefer not to, or yielding another’s point of view” in the accommodation style (pg. 8). If two roommates were arguing over how the furniture in their room should be arranged, the person who uses the style of accommodating in this situation would cave into the other roommate’s demands of where the furniture should be placed, because he or she values his or her relationship with the roommate more than where the furniture in their room should be placed.

The style of avoiding, low in assertiveness and low in cooperativeness, is when someone has “low levels of concern for their own and for other parties’ interest” (Folger, Poole, & Stutman, 2013, pg. 116). According to Thomas and Kilmann (1974), a person using the avoiding conflict style does not address conflict (pg. 8). He or she may sidestep an issue, postpone the issue to be dealt with later, or avoid the conflict to simply avoid a threatening situation (Thomas & Kilmann, 1974, pg. 8). An example of two roommates using the avoiding conflict style would be in the situation of both refusing to clean their bathroom. Since both roommates do not care of the needs of themselves or the other, they will not confront each other on the uncleanliness of the bathroom and it will continually over time become dirtier and dirtier.

The last conflict style, compromising, “is intermediate in both assertiveness and cooperativeness” (Thomas & Kilmann, 1974, pg. 9). To someone who uses the compromising conflict style, he or she “involves moderate levels of assertiveness and cooperativeness because it requires both parties to give up some of their needs to fulfill others” (Folger, Poole, & Stutman, 2013, pg. 119). An example of two roommates using the compromising conflict style would be when two roommates argue over how late guests are allowed in their room and they come to the agreement that guests can stay until 11 p.m. every night because roommate “A”

wants guests to be out of the room by 9 p.m. and roommate “B” wants guests to stay until 1 a.m. This would be an example of compromise because this solution gives them both wiggle room to have a little of what they each wanted.

The purpose behind the original approach of conflict styles was to deal with conflict within leadership. The scheme was later interpreted and expanded upon by researcher Kenneth Thomas, when he labeled the two dimensions as “desire to satisfy one’s own concern” and “desire to satisfy other’s concern” (Thomas, 1976, pg. 889). Thomas and Kilmann have developed the two dimensions from one’s own concern and other’s concern to assertiveness and compromise.

Effective conflict management is important in interpersonal relationships and groups, so there have been many instruments created by researchers throughout the years for people to assess conflict styles, and as a by-product, to learn how to best deal with conflict. Upon further research and expansion of Blake and Mouton’s managerial grid; in 1974, Thomas and Kilmann created the Thomas-Kilmann MODE Instrument (Thomas & Kilmann, 1974). Thomas and Kilmann are not the only researchers who have created a scale to help others better understand one another in conflict. Researcher Jay Hall created the Conflict Management Survey in 1969. Afzalur Rahim created the Organizational Communication Conflict Inventory-II in 1983. Researchers Linda Putnam and Charmaine Wilson created the Organizational Communication Conflict Instrument in 1982. There are many more instruments for conflict styles and all of the scales that have been created build off of the original foundation of Blake and Mouton’s 1964 managerial grid.

Thomas-Kilmann MODE Instrument

The Thomas-Kilmann MODE Instrument is one of the most popular instruments used to help others understand conflict and different conflict styles. In 1977, it became the new measure of the interpersonal conflict modes. MODE stands for “Management-of-Differences Exercise.” This instrument focuses on the modes of collaborating, competing, compromising, avoiding, and accommodating. Though the names of the styles have changed and transformed over time, their purpose and meaning is the same as it was in the beginning of conflict style research. This instrument has its foundation built off Blake and Mouton’s (1964) managerial grid, but the five specific modes in the Thomas-Kilmann MODE instrument reflect independent dimensions of interpersonal conflict behavior (Kilmann & Thomas, 1977, 310). A difference between the two, that shows Thomas and Kilmann’s expansion, is that the Thomas-Kilmann MODE Instrument has ability to control for overall population tendencies in social desirability (Kilmann & Thomas, 1977, 309). The two dimensions that classify the conflict styles in the Thomas-Kilmann MODE Instrument are assertiveness, which is the attempts that a person makes to satisfy his or her own concerns, and cooperativeness, the attempts that a person makes to satisfy the other person’s concerns (Thomas & Kilmann, 1974).

For someone to find out what conflict style they possess, they can use the MODE Instrument. The Instrument is comprised of thirty questions. For each question, there is a statement listed with either “A” or “B”. To complete the question, the person must select the statement that is most similar to how they react during conflict.

After all thirty questions are answered; the test taker is able to put his or her answers into the scoring scale. If the test taker answered “B” for question three, then they would mark that for that question they are accommodating. After doing this for all thirty questions, the test taker

should add up all of answers. The style that had the most answers is the style that the test taker possesses. Like it was stated previously, Thomas and Kilmann have coordinated each of the styles into the two dimensions of assertiveness and cooperativeness.

Once the test taker discovers which dimension his or her conflict style falls in, the rest of the Thomas-Kilmann MODE Instrument describes the typical characteristics of people with the individual conflict styles, what each style means to a person if someone scored low or high in each style dimension, as well as a description on how to best interpret the scores given. Refer to Appendix A to see the Thomas-Kilmann MODE instrument.

Conflict Styles and Roommates

Most studies about conflict and conflict styles have been centered on specific interpersonal relationships and organizations. The most common relationship that has been studied and the original, stemming from Blake and Mouton's (1964) managerial grid, is the supervisor and subordinate relationship. This kind of relationship is most often studied because it has a lot of potential for conflict to occur. For example, if a supervisor sees a supervisee not doing his or her job well, the supervisor should confront the supervisee about his or her behavior, which has the potential to either be communicated well or conflict can occur.

As for college roommates, a type of interpersonal relationship that not all people have the opportunity of developing, there is unfortunately a limited amount of research that has been done when being centered on conflict and conflict styles. Ocana and Hindman (2004) describe roommate conflict similarly to how Knapp, Putnam, and Davis (1988) describe conflict; It is "incompatible differences between two unrelated people sharing a living space, where the needs of each are either met or obstructed by the other" (pg. 3). Ocana and Hindman (2004) continue to

compare their definition of roommate conflict similarly to how Argyle (1986) describes forced relationships (pg. 3). “Forced relationships, such as family and coworkers, have greater conflict to satisfaction ratios than selected relationships such as friends” (Ocana & Hindman, 2004, pg. 3)

There has been research done on a similar interpersonal relationship – marriage by Fincham (2003). The college roommate relationship and the marriage relationship are relevant to one another for this study, because both relationships have similar expectations and qualities. For example, when a couple is married, they stereotypically live with one another. The same goes for roommates. Randomly placed together or not, roommates share a room or space with one another to live in, just like a married couple would have (Fincham, 2003, pg.24).

An example of marital conflict includes when there is perceived inequity in a couple’s division of labor (Fincham, 2003, 23). Marital and roommate conflict are related because when two people live with one another, assumptions and expectations are made about the division of labor for the space that the two share together. If one roommate felt like the other were slacking on his or her cleanliness expectations, it would cause conflict, just like it would for a married couple.

In a marriage, it is extremely beneficial to know and understand each other. This is the same for a college roommate relationship. Roommate conflict is most commonly defined as personality clash or incompatibility (Sillars, 1980), which is the exact reason why roommates should learn about and become skilled at conflict styles. If roommates were aware of how others are different and how to resolve conflict through understanding conflict styles, his or her college experience may be better than the person who has unresolved roommate conflict simply because he or she does not understand the other person.

Conflict Styles Education and Training

If college roommates and residence life and housing staff were trained and educated about the different conflict styles, roommates would have a better chance at understanding one another and possibly resolving the conflict. Understanding is the first step to resolving conflict between college roommates— understanding how people are different when dealing with conflict, understanding that not everyone comes from the same home life and background, and understanding that not everyone thinks the same. According to Stevahn (2004), conflict can only be managed by having those involved recognize that it exists. Defining the conflict and trying to understand why one or both of the roommates is upset is extremely beneficial and another step closer to resolution. The best way to educate others about it is to make it an option to learn about. Sometimes the best way to learn how to manage conflict is to experience it firsthand. And understanding why the opposite party involved in the conflict is responding in a certain way can help alleviate the conflict and come to a solution.

A way to educate others about conflict management, resolution, and the styles is to hold an educational session where people can come and listen to someone speak about the different conflict styles, the most common conflicts that occur within interpersonal relationships, and how to approach those situations to resolve them. This session could be in the form of a PowerPoint training session or a conversation. Simply talking about it can help educate others about how to handle it. Education could be sharing experiences about how past conflict has been handled and resolved. Conflict management training for residence life and housing staff could look like setting up mock incidents where a staff member would respond to and try to handle the conflict that is occurring.

Method

This project seeks to create a complete training module. This training model will be aimed at an audience of residence life and housing staff who are charged with supporting and improving the roommate relationships. This target audience should be position to better understand the different kinds of conflict styles and how to work with each different style when the staff member has residents who have roommate conflict. By better understanding the conflict styles as a staff member, he or she can help his or her residents through the conflict and help the residents understand each other better.

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Presenter Outline

Presenter Note: The purpose of this presentation is to educate and inform the audience about the different types of conflict styles. Through understanding the styles, roommate conflict can be alleviated. This presentation serves as a training session for student staff members on roommate and interpersonal conflict.

Module time:

- 90 minutes

Materials needed:

- Slide-show presentation
- ___Amount of copies of the Thomas-Kilmann Instrument for the audience (depends on size of audience)
- Writing utensils for audience
- Examples of roommate conflict scenarios to be used for activity time
- Music to play in the background during quiet moments of presentation

Slides	Content	Approximate Time
1-2	Introduction	2 minutes and 30 seconds
3	What to expect/objectives	5 minutes
4-5	Definition of conflict	8 minutes
6	History of conflict styles	7 minutes
7-8	Conflict styles and Thomas-Kilmann dimension and styles	10 minutes
9	Instrument time	20 minutes
10-12	Results and processing	20 minutes
13	Activity time	15 minutes
14	Questions	3 minutes or whatever time is left out of 90 minutes
<p>*Time limits are set as estimates since presentation is mostly discussion based. The time limits are suggestions for how much time should be spent on each slide/activity/discussion</p>		

Scenarios

<p>It's move in day. It's really hot outside, but since it has been raining all day, it's made the environment feel really muggy and not enjoyable. New roommates, Sam and Taylor, are settling their things into their room and cannot agree on how the room should be set up. Taylor uses the accommodating conflict style and Sam uses the competing conflict style.</p>	<p>It's finals week in December. Two roommates, Casey and Charlie, are arguing because their bathroom is dirty. Casey is upset because he/she feels that Charlie does not care about the bathroom being messy. Casey uses the compromising conflict style and Charlie uses the avoidance conflict style.</p>
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Conflict Styles and Roommate Conflict

SAY:

Hello! Welcome! This is the session for Conflict Styles and Roommate Conflict.

Transition to slide 2

CONFLICT STYLES AND
ROOMMATE CONFLICT

Introduction

SAY:

So, we're going to get to know each other a little bit today, so I figured that you should know a little bit about me! My name is Billie Radcliffe and I am a senior at the University of Akron. I'm studying business and organizational communication with a focus in public relations. I am minoring in family development. I'm originally from Norwalk, Ohio. I have been a resident assistant for the past three years at The University of Akron. Now that you know who I am, let's go ahead and jump into expectations and objectives of this presentation.

Transition to slide 3

INTRODUCTION

Senior at the University of Akron
- Business & organizational communication - public relations with a minor in family development

Originates from Norwalk, Ohio
Resident Assistant for 3 years at UA



What to Expect/Objectives

SAY:

I want you to know what you're getting yourself into, so were going to jump right in and talk about what this session is going to look like, what you will hopefully know by the end, and what you'll experience for the next hour and a half. So here's what to expect and our obejctives for the session. To have a basic understanding of the five styles of conflict, of the Thomas-Kilmann MODE Instrument, of the history of conflict styles, and of why conflict occurs. To better understand that others approach conflict differently than others and why. To know what your most prominent conflict style is by taking the Thomas-Kilmann MODE Instrument. To have a better understanding of how to approach residents/students/ others who respond to conflict differently. To be able to appraoch a roommate conflict situation confidently and be able to help the involved parties understand each other better. And finally, to be able to appraoch and better understand conflict situations in your own interpersonal relationships.

Transition to slide 4

WHAT TO EXPECT/OBJECTIVES

- To have a basic understanding of the five styles of conflict, of the Thomas-Kilmann MODE Instrument, of the history of conflict styles, and why conflict occurs
- To better understand that others approach conflict differently than others and why
- Take the Thomas-Kilmann MODE Instrument to see how you most likely would react in a conflict
- To have a better understanding of how to approach residents/students/others who respond to conflict differently
- To be able to approach a roommate conflict situation confidently and be able to help the involved parties understand each other better
- To be able to approach and better understand conflict situations in your own interpersonal relationships

Let's Fight

SAY:

To better understand what we're going to be talking about today, let's define conflict and why it occurs. So what is conflict?

WAIT FOR AUDIENCE TO RESPOND TO QUESTION. LISTEN TO A FEW ANSWERS.

SAY:

Okay, great. According to Folger, Poole, and Stutman, conflict is the interaction of interdependent people who perceive incompatibility and possibility of interference from others as a result of this incompatibility. Why do you think conflict occurs?

WAIT FOR AUDIENCE TO RESPOND TO QUESTION. LISTEN TO A FEW ANSWERS.

SAY:

Great! According to researcher Louis Pondy, conflict occurs from four factors. Those are, Antecedent conditions, like policy differences or scarcity of resources; affective states, like stress, tension, hostility, and anxiety; cognitive states of individuals, like perception or awareness of situations that can cause conflict; and conflictful behavior, like passive-aggressiveness or apparent aggression.

Transition to slide 5

LET'S FIGHT

- What is conflict?
 - "The interaction of interdependent people who perceive incompatibility and possibility of interference from others as a result of this incompatibility" (Folger, Poole, & Stutman, 2013).
- Why do you think conflict occurs?
 - Antecedent conditions
 - Policy differences or scarcity of resources
 - Affective states
 - Stress, tension, hostility, anxiety
 - Cognitive states of individuals
 - Perception or awareness of situations that can cause conflict
 - Conflictful behavior
 - Passive-aggressiveness or apparent aggression

Let's Fight Pt. 2

SAY:

Okay, now let's define roommate conflict. What is roommate conflict?

WAIT FOR AUDIENCE TO RESPOND TO QUESTION. LISTEN TO A FEW ANSWERS.

SAY:

According to researchers Knapp, Putnam, and Davis in 1988, roommate conflict is defined as incompatible differences between two unrelated people sharing a living space, where the needs of each are either met or obstructed by the other. What kind of conflict have you experienced, professionally or personally? Did you ever have a roommate and did you ever have conflict with him or her?

WAIT FOR AUDIENCE TO RESPOND TO QUESTIONS. LISTEN TO A FEW ANSWERS.

Transition to slide 6

LET'S FIGHT PT. 2

- What is roommate conflict?
"Incompatible differences between two unrelated people sharing a living space, where the needs of each are either met or obstructed by the other" (Knapp, Putnam, & Davis, 1988).
- What kind of conflict have you experienced, professionally or personally? Did you ever have a roommate and did you ever have conflict with him or her?

History Lesson

SAY:

Documented conflict style research dates back to 1949 when researcher Morton Deutsch discovered strategies to manage conflict among one dimension, defined by competition and cooperation as complete opposites. Then, back in the day in 1964, two communication researchers named Dr. Robert Blake and Jane Mouton were curious about how interpersonal conflict is handled between leadership, which lead to research in the supervisor and subordinate relationship. Together, Blake and Mouton created the managerial grid in 1964, which was the first documented research about different styles of conflict in two dimensions. Many, many researchers were also curious about the different ways on how people respond to and handle conflict after Blake and Mouton published their research. Two of those researchers are Dr. Kenneth Thomas and Dr. Ralph Kilmann. Together, they expanded the conflict styles from Blake and Mouton’s managerial grid and created an instrument that helps people figure out what their conflict style is. That instrument was created in 1974 and is called the Thomas-Kilmann “Management-of-Differences Exercise” MODE Instrument.

POINT TO PICTURES AND IDENTIFY RESEARCHERS BLAKE, MOUTON, KILMANN, AND THOMAS IN RESPECTED PHOTOS.

Transition to slide 7

HISTORY LESSON

- Managerial Grid in 1964
 - Better understand leadership relationships
 - Two dimensional with 5 conflict styles
- Thomas-Kilmann MODE Instrument in 1974
 - Better understand how people deal with conflict differently
 - Expanded the two dimensional model and recreated the five conflict styles



Pictures from gblakeandjane.com and Pictures from Kenneth Depue.com

Conflict Styles

SAY:

Here is just a visual of how the conflict styles and dimensions have changed from Blake and Mouton's managerial grid research to Thomas and Kilmann's MODE Instrument research.

Transition to slide 8

The slide titled "CONFLICT STYLES" contains the following text:

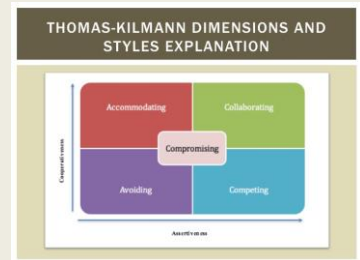
- Five styles:
 - Collaborating
 - Compromising
 - Competing
 - Avoiding
 - Accommodating
- Two dimensions
 - Assertiveness
 - Cooperativeness

Thomas-Kilmann Dimensions and Styles Explanation

SAY:

Again, the Thomas-Kilmann MODE Instrument is based off of two dimensions, assertiveness and cooperativeness, and five conflict styles, competing, collaborating, avoiding, compromising, and accommodating. Here's a little explanation of how the instrument works. As for the dimensions, assertiveness means that you have the desire to satisfy your own concerns over others. For cooperativeness, you have the desire to satisfy others' concerns before your own. As for the styles, if you are someone who possesses the style of competing, you handle conflict with the intention of pursuing your own concerns at the other person's expense, because you have little value in making sure that their concerns are satisfied over your own. The opposite is for the style of accommodation. If you have the style of compromising, you have intermediate levels of assertiveness and cooperativeness. To possess the style of compromising, it means that both parties have to give up some of their needs to fulfill others'.

Transition to slide 9



Instrument Time

SAY:

Okay, it's time for you to find out what your conflict style is. We're going to pass out the instrument to everyone and then you will be able to take the it. We're going to take about 20 minutes or so to complete this. Please view the instructions on the sheet that is given to you. If you have any other questions or concerns, please let me know and I will come help you. I'm going to play some music in the background while you take the instrument. We will come back together as a group as soon as everyone has completed the instrument.

PASS OUT INSTRUMENT WITH WRITING UTENSILS TO AUDIENCE. GIVE THE AUDIENCE APPROXIMATELY 20 MINUTES TO COMPLETE THE INSTRUMENT. PLAY MUSIC WHILE AUDIENCE TAKES INSTRUMENT. TURN OFF MUSIC AFTER EVERYONE HAS FINISHED TAKING THE INSTRUMENT.

Transition to slide 10

INSTRUMENT TIME

Materials needed:

- ___Amount of copies of the Thomas-Kilmann Instrument for the audience (depends on size of audience)
- Writing utensils for audience
- Music to play in the background during quiet moments of presentation

Results

SAY:

By a show of hands, how many of you have the conflict style of... compromising? Accommodating? Avoiding? Collaborating? Competing? Awesome. Did this surprise you? Or did you expect the results you've received? What are your thoughts?

**WAIT FOR AUDIENCE TO RESPOND TO QUESTIONS.
LISTEN TO A FEW ANSWERS.**

Transition to slide 11

RESULTS

- * How many of most likely use _____ style in conflict?
 - Compromising?
 - Accommodating?
 - Avoiding?
 - Collaborating?
 - Competing?
- * Thoughts?

Breakin' it Down

SAY:

All right. Let's break this all down. How do you think someone with a competing style responds in a conflict situation?

WAIT FOR AUDIENCE TO RESPOND TO QUESTION. LISTEN TO A FEW ANSWERS.

SAY:

What about roommate conflict? What are some examples?

WAIT FOR AUDIENCE TO RESPOND TO QUESTION. LISTEN TO A FEW ANSWERS.

SAY:

What are some ways that you, a student staff member who now understands the different kinds of conflict styles, can help students better understand each other when they are involved in conflict?

WAIT FOR AUDIENCE TO RESPOND TO QUESTION. LISTEN TO A FEW ANSWERS.

SAY:

Here are some examples. Get to know you residents, be the devil's advocate, roommate agreements, and make sure that each side feels understood.

Transition to slide 12

BREAKIN' IT DOWN

- How do you think someone with a competing style responds in a conflict situation?
- What about a roommate conflict situation? What are some examples?
- What are some ways that you, a student staff member who now understands the different kinds of conflict styles, can help students better understand each other when they are involved in conflict?
 - Get to know your residents
 - Be the devil's advocate
 - Roommate agreements
 - Make sure that each side feels understood

Approach

SAY:

Now, how should you approach someone who is using an accommodating style?

WAIT FOR AUDIENCE TO RESPOND TO QUESTION. LISTEN TO A FEW ANSWERS.

SAY:

What about approaching collaborating and avoiding styles in a roommate conflict situation?

WAIT FOR AUDIENCE TO RESPOND TO QUESTION. LISTEN TO A FEW ANSWERS.

Transition to slide 13

APPROACH

- How should you approach someone who is using an accommodating style?
- What about approaching collaborating and avoiding styles in a roommate conflict situation?

Let's Act

SAY:

Okay, we're going to have some fun and move now. Can I have a total of 6 volunteers please? We're going to act out two examples of roommate conflict and how they should be handled now that we know the different kinds of conflict styles.

HAVE TWO VOLUNTEERS OF THE AUDIENCE PARTICIPATE IN THE FIRST SCENARIO. ALLOW THE VOLUNTEERS FROM THE AUDIENCE TO PLAY OUT THE SCENE FOR ABOUT 7 MINUTES.

SAY:

Okay, what can we learn from this scene? What did the RA responding do well? Did the students portray the styles appropriately? What could have been done differently?

WAIT FOR AUDIENCE TO RESPOND TO QUESTIONS. LISTEN TO A FEW ANSWERS.

MOVE ONTO THE SECOND SCENARIO. SEND THE FIRST TWO VOLUNTEERS BACK TO THEIR SEATS AND WELCOME UP THE SECOND SET OF VOLUNTEERS. READ OFF THE SECOND SCENARIO TO THE AUDIENCE. ALLOW THE VOLUNTEERS FROM THE AUDIENCE TO PLAY OUT THE SCENE FOR ABOUT 7 MINUTES.

SAY:

Okay, what can we learn from this scene? What did the RA responding do well? Did the students portray the styles appropriately? What could have been done differently?

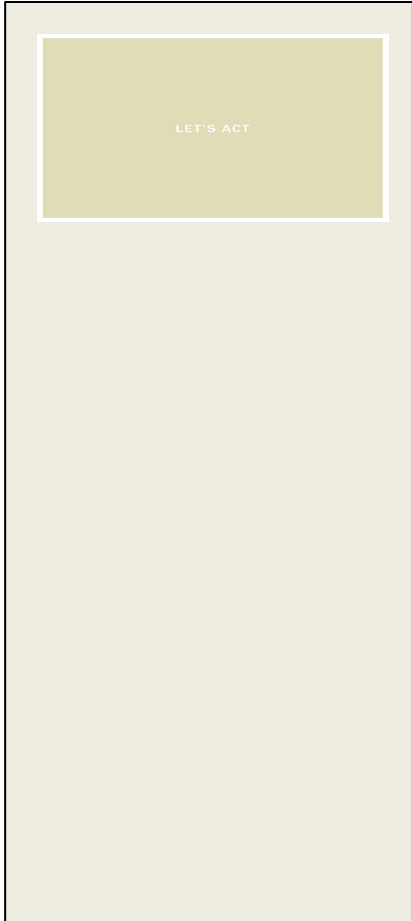
WAIT FOR AUDIENCE TO RESPOND TO QUESTIONS. LISTEN TO A FEW ANSWERS.

LET'S ACT

Materials needed:

- Two scenarios
- Four volunteers

Let's Act (continued)



Scenarios	
<p>It's move in day. It's really hot outside, but since it has been raining all day, it's made the environment feel really muggy and not enjoyable. New roommates, Sam and Taylor, are settling their things into their room and cannot agree on how the room should be set up. Taylor uses the accommodating conflict style and Sam uses the competing conflict style.</p>	<p>It's finals week in December. Two roommates, Casey and Charlie, are arguing because their bathroom is dirty. Casey is upset because he/she feels that Charlie does not care about the bathroom being messy. Casey uses the comprising conflict style and Charlie uses the avoidance conflict style.</p>

Transition to slide 14

Questions

SAY:

Okay, we're almost finished! Thank you so much for learning more about conflict styles and roommate conflict with me today. If you have any questions, please feel free to ask now

WAIT FOR AUDIENCE TO ASK QUESTIONS. LISTEN TO A FEW QUESTIONS AND ANSWER THEM. (IF THERE ARE NOT ANY QUESTIONS, SAY: Okay, thank you for your patience with me today! I will also be available after the presentation for questions if anyone has any. Thank you.)

End presentation

QUESTIONS?

Presentation

**CONFLICT STYLES AND
ROOMMATE CONFLICT**

INTRODUCTION

**Senior at the
University of Akron**

- Business & organizational
communication - public
relations with a minor in
family development

**Originates from
Norwalk, Ohio**

**Resident Assistant for
3 years at UA**



WHAT TO EXPECT/OBJECTIVES

- To have a basic understanding of the five styles of conflict, of the Thomas-Kilmann MODE Instrument, of the history of conflict styles, and why conflict occurs
- To better understand that others approach conflict differently than others and why
- Take the Thomas-Kilmann MODE Instrument to see how you most likely would react in a conflict
- To have a better understanding of how to approach residents/students/others who respond to conflict differently
- To be able to approach a roommate conflict situation confidently and be able to help the involved parties understand each other better
- To be able to approach and better understand conflict situations in your own interpersonal relationships

LET'S FIGHT

- What is conflict?
 - "The interaction of interdependent people who perceive incompatibility and possibility of interference from others as a result of this incompatibility" (Folger, Poole, & Stutman, 2013).
- Why do you think conflict occurs?
 - Antecedent conditions
 - Policy differences or scarcity of resources
 - Affective states
 - Stress, tension, hostility, anxiety
 - Cognitive states of individuals
 - Perception or awareness of situations that can cause conflict
 - Conflictful behavior
 - Passive-aggressiveness or apparent aggression

LET'S FIGHT PT. 2

- What is roommate conflict?
 - “Incompatible differences between two unrelated people sharing a living space, where the needs of each are either met or obstructed by the other” (Knapp, Putnam, & Davis, 1988).

- What kind of conflict have you experienced, professionally or personally? Did you ever have a roommate and did you ever have conflict with him or her?

HISTORY LESSON

- **Managerial Grid in 1964**
 - Better understand leadership relationships
 - Two dimensional with 5 conflict styles
- **Thomas-Kilmann MODE Instrument in 1974**
 - Better understand how people deal with conflict differently
 - Expanded the two dimensional model and recreated the five conflict styles



Picture from gridinternational.com



Picture from Kilmann Diagnostics

CONFLICT STYLES

- Five styles:
 - Collaborating
 - Compromising
 - Competing
 - Avoiding
 - Accommodating
- Two dimensions
 - Assertiveness
 - Cooperativeness

THOMAS-KILMANN DIMENSIONS AND STYLES EXPLANATION



INSTRUMENT TIME

RESULTS

- How many of most likely use _____ style in conflict?
 - Compromising?
 - Accommodating?
 - Avoiding?
 - Collaborating?
 - Competing?

- Thoughts?

BREAKIN' IT DOWN

- How do you think someone with a competing style responds in a conflict situation?
 - What about a roommate conflict situation? What are some examples?
 - What are some ways that you, a student staff member who now understands the different kinds of conflict styles, can help students better understand each other when they are involved in conflict?
 - Get to know your residents
 - Be the devil's advocate
 - Roommate agreements
 - Make sure that each side feels understood

APPROACH

- How should you approach someone who is using an accommodating style?
- What about approaching collaborating and avoiding styles in a roommate conflict situation?

LET'S ACT

QUESTIONS?

Appendix A

THOMAS KILMANN CONFLICT MODE INSTRUMENT

by

**Kenneth L. Thomas
and
Ralph H. Kilmann**

INSTRUCTIONS

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 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 the things upon which we both agree.
2. A I try to find a compromise situation.
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 might 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 will let him have some of his positions if he lets me have some of mine.
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
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.

SCORING

Circle the letters below which correspond to the letter your circled on each item of the questionnaire and then total the number of items circled in each column.

	Competing (forcing)	Collaborating (problem solving)	Compromising (sharing)	Avoiding (withdrawal)	Accommodating (soothing)
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	B	-
23.	-	A	-	B	-
24.	-	-	B	-	A
25.	A	-	-	-	B
26.	-	B	A	-	-
27.	-	-	-	A	B
28.	A	B	-	-	-
29.	-	-	A	B	-
30.	-	B	-	-	A

Competing Collaborating Compromising Avoiding Accommodating

GRAPHING YOUR PROFILE SCORES

Your profile of scores indicates the repertoire of conflict handling skills which you, as an individual, use in the kinds of conflict situations you face. Your score profile can be graphed on the next page entitled, "Your Scores on the Thomas-Kilman Conflict Mode Instrument."

The five modes are represented by the five columns labeled "competing," "collaborating," and so on. In the column under each model label is the range of possible scores on that mode - - from 0 (for every low use) to 12 (for very high use). Circle your own scores on each of the five modes.

Each possible score is graphed in relation to the scores of managers who have already taken the Thomas-Kilman Conflict Mode Instrument. The horizontal lines represent percentiles – the percentage of people who have scored at or below a given number. If you had scored some number above the "80%" line on competing, for example, that would mean that you had scored higher than 80% of the people who have taken the Thomas-Kilman Conflict Mode Instrument – that you were in the top 20% in competition.

The double lines (at the 25th and 75th percentiles) separate the middle 50% of the scores on each mode from the top 25% and the bottom 25%. In general, if your score falls somewhere within the middle 50% on a given mode, you are close to the average in your use of that mode. If your score falls outside that range, then your use of that mode is somewhat higher or lower than most of the people who have taken the instrument. Remember that extreme scores are not necessarily bad, since your situation may require high or low use of a given conflict-handling mode.

YOUR SCORES ON THE THOMAS-KILMANN CONFLICT MODE INSTRUMENT

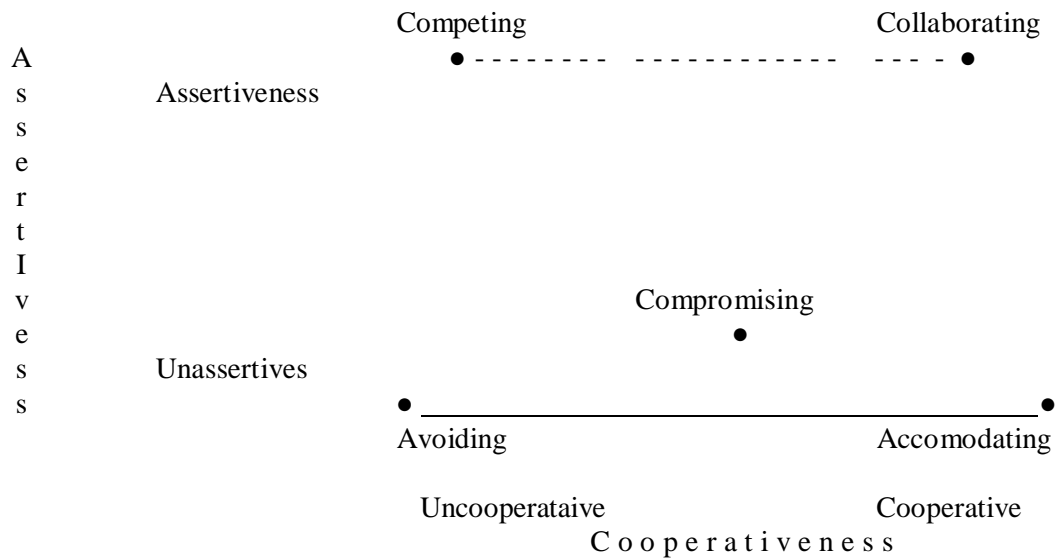
		<u>Competing</u>	<u>Collaborating</u>	<u>Compromising</u>	<u>Avoiding</u>	<u>Accommodating</u>	
	100% -	.....	.....	.....	.....	.....	- 100%
		12		12	12	12	
		11	12	11	11	10	
High 25%	90% -	.....	.....	.....	.....	.....	- 90%
		9	10		8	7	
	80% -	.....	.....	.....	.....	.....	- 80%
			- 9 -			- 6 -	
	70% -	.....	.....	.....	.....	.....	- 70%
	60% -	.....	.....	.....	.....	.....	- 60%
		6	8			5	
				7	6		
Middle 50%	50% -	.....	.....	.....	.....	.....	- 50%
		5	7				
	40% -	.....	.....	.....	.....	.....	- 40%
				6		4	
	30% -	.....	.....	.....	.....	.....	- 30%
		4	6	5			
	20% -	.....	.....	.....	.....	.....	- 20%
		3	5	4			
		2			3		
Low 25%	10% -	.....	.....	.....	.....	.....	- 10%
			4				
			3	3		2	
		1	2	2	2	1	
			1	1	1	1	
		0	0	0	0	0	
	0% -	.....	.....	.....	.....	.....	- 0%

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

INTERPRETING YOUR SCORES ON THE THOMAS-KILMANN CONFLICT MODE INSTRUMENT

The Five Conflict Handling Modes

The Thomas-Kilmann Conflict Mode Instrument is designed to assess an individual’s behavior in conflict situations. “Conflict Situations” are the situations in which the concerns of two people appear to be incompatible. In such situation, we can describe a person’s behavior along two basic dimensions: (1) assertiveness, the extent to which the individual attempts to satisfy his own concerns, and (2) cooperativeness, the extent to which the individual attempts to satisfy the other person’s concerns. These two basic dimensions of behavior can be used to define five specific methods of dealing with conflicts. These five “conflict-handling modes” are shown below:



Competing is assertiveness and uncooperative- -an individual pursues his own concerns at the other person’s expense. This is power-oriented mode, in which one uses whatever power seems appropriate to win one’s own position- -“standing up for your rights, defending a position when you believe it is correct, or simply trying to win.

Accommodating is an unassertive and cooperative—the opposite of competing. When accommodating, an individual neglects his own concerns to satisfy the concerns of the other person, there is an element of self-sacrifice in this obeying another person’s order when one would prefer not to, or yielding to another’s point of view.

Avoiding is unassertive and uncooperative—the individual does not immediately pursue his own concerns or those of the other person. He does not address the conflict. Avoiding might take the form of diplomatically sidestepping an issue, postponing an issue until a better time or simply withdrawing from a threatening situation.

Collaborating is both assertive and cooperative—the opposite of avoiding. Collaborating involves an attempt to work with the other person to find some solution which fully satisfies the concerns of both persons. It means digging into an issue to identify the underlying concerns of the two individuals and to find an alternative which meets both sets of concerns. Collaborating between two persons might take the form of exploring a disagreement to learn from each other's insights, concluding to resolve some condition which would otherwise have them competing for resources, or confronting and trying to find a creative solution to an interpersonal problem.

Compromising is intermediate in both assertiveness and cooperativeness. The objective is to find some expedient, mutually acceptable solution which partially satisfies both parties. It falls on a middle ground between competing and accommodating. Compromising gives up more than competing but less than accommodating. Likewise, it addresses an issue more directly than avoiding, but doesn't explore it in as much depth as collaborating. Compromising might mean splitting the difference, exchanging concessions or seeking a quick middle-ground position.

Interpreting Your Scores

Usually, after getting back the results of any test, people first want to know: "What are the right answers?" In the case of conflict-handling behavior, there are no universal right answers. All five modes are useful in some situations: each represents a set of useful social skills. Our conventional wisdom recognizes, for example, that often "two heads are better than one" (Collaborating). But it also says, "Kill your enemies with kindness" (Accommodating), "Split the difference" (Compromising) "Leave well enough alone" (Avoiding), "Might makes right" (Competing). The effectiveness of a given conflict-handling mode depends upon the requirements of the specific conflict situation and the skill with which the mode is used.

Each of us is capable of using all five conflict-handling modes: none of us can be characterized as having a single rigid style of dealing with conflict. However, any given individual uses some modes better than others and therefore, tends to rely upon those modes more heavily than others, whether because of temperament or practice.

The conflict behaviors which an individual uses are therefore a result of both his personal predispositions and the requirements of the situation in which he finds himself. The Thomas-Kilmann Conflict Mode Instrument is designed to assess this mix of conflict-handling modes.

To help you judge how appropriate your utilization of the five modes is for your situation. We have listed a number of uses for each mode—based upon lists generated by company presidents. Your score, high or low, indicates its usefulness in your situation. However, there is the possibility that your social skills lead you to rely upon some conflict behaviors more or less than necessary. To help you determine this, we have also listed some diagnostic questions concerning warning signals for the overuse or underuse of each mode.

A. Competing

Uses:

1. When quick, decisive action is vital—e.g., emergencies.
2. On important issues where unpopular courses of action need implementing—e.g., cost cutting, enforcing unpopular rules, discipline.
3. On issues vital to company welfare when you know you're right.
4. To protect yourself against people who take advantage of noncompetitive behavior.

If you scored High:

1. Are you surrounded by “yes” men?
(If so, perhaps it's because they have learned that it's unwise to disagree with you, or have given up trying to influence you. This closes you off from information.)
2. Are subordinates afraid to admit ignorance and uncertainties to you? (In competitive climates, one must fight for influence and respect—which means acting more certain and confident than one feels. The upshot is that people are less able to ask for information and opinion—they are less able to learn.)

If you scored Low:

1. Do you often feel powerless in situations?
(It may be because you are unaware of the power you do have, unskilled in its use, or uncomfortable with the idea of using it. This may hinder your effectiveness by restricting your influence.)
2. Do you have trouble taking a firm stand, even when you see the need?
Sometimes concerns for others' feelings or anxieties about the use of power cause us to vacillate, which may mean postponing the decision and adding to the suffering and, or resentment of others.

B. Collaborating

Uses:

1. To find an integrative solution when both sets of concerns are too important to be compromised.
2. When your objective is to learn—e.g., testing your own assumptions understanding the views of others.
3. To merge insights from people with different perspectives on a problem.

4. To gain commitment by incorporating other's concerns into a consensual decision.
5. To work through hard feelings which have been interfering with an interpersonal relationship.

If you scored High:

1. Do you spend time discussing issues in depth that do not seem to deserve it? (Collaboration takes time and energy—perhaps the scarcest organizational resources. Trivial problems don't require optimal solutions, and not all personal differences need to be hashed out. The overuse of collaboration and consensual decision making sometimes represents a desire to minimize risk—by diffusing responsibility for a decision or by postponing action.)
2. Does your collaborative behavior fail to either collaborative responses from others? (The exploratory and tentative nature of some collaborative behavior may make it easy for others to disregard collaborative overtures; or the trust and openness may be taken advantage of. You may be missing some cues which would indicate the presence of defensiveness, strong feelings, impatience, competitiveness, or conflicting interests.)

If you scored Low:

1. Is it hard for you to see differences as opportunities for joint gain—as opportunities to learn or solve problems? (Although there are often threatening or unproductive aspects of conflict, indiscriminate pessimism can prevent you from seeing collaborative possibilities and thus deprive you of the mutual gains and satisfactions which accompany successful collaboration.)
2. Are subordinate uncommitted to your decisions or policies? (Perhaps their own concerns are not being incorporated into those decisions or policies.)

C. Compromising

Uses:

1. When goals are moderately important, but not worth the effort or potential disruption of more assertive modes.
2. When two opponents with equal power are strongly committed to mutually exclusive goals—are in labor-management bargaining.
3. To achieve temporary settlements to complex issues.

4. To arrive at expedient solutions under time pressure.
5. As a backup mode when collaboration or competition fails to be successful.

If you scored High:

1. Do you concentrate so heavily upon the practicalities and tactics of compromise that you sometimes lose sight of larger issues—principles, values, long-term objectives company welfare?
2. Does an emphasis on bargaining and trading create a cynical climate of gamesmanship?

If you scored Low:

1. Do you find yourself too sensitive or embarrassed to be effective in bargaining situations?
2. Do you find it hard to make concessions?
Without this safety value, you may have trouble getting gracefully out of mutually destructive arguments, power struggles, etc.

D. Avoiding

Uses:

1. When an issue is trivial, of only passing importance, or when other more important issues are pressing.
2. When you perceive no chance of satisfying your concerns—e.g., when you have low power or you are frustrated by something which would be very difficult to change (national policies, someone's personality structure, etc.)
3. When the potential damage of confronting a conflict outweighs the benefits of its resolution.
4. To let people cool down—to reduce tensions to a productive level and to regain perspective and composure.
5. When gathering more information outweighs the advantages of an immediate decision.
6. When others are resolving the conflict more effectively.
7. When the issue seems tangential or symptomatic of another more basic issue.

If you scored High:

1. Does your coordination suffer because people have trouble getting your inputs on issues?
2. Does it often appear that people are “walking on eggshells?”
(Sometimes a dysfunctional amount of energy can be devoted to caution and the avoiding of issues, indicating that issues need to be faced and resolved).
3. Are decisions on important issues made by default?

If you scored Low:

1. Do you find yourself hurting people’s feelings or stirring up hostilities?
You may need to exercise more discretion in confronting issues or more tact in framing issues in nonthreatening ways. Tact is partially the art of avoiding potentially disruptive aspects of an issue.
2. Do you often feel harried or overwhelmed by a number of issues?
You may need to devote more time to setting priorities—deciding which issues are relatively unimportant and perhaps delegating them to others.

E. Accommodating

Uses:

1. When you realize that you are wrong—to allow a better position to be heard, to learn from others, and to show that you are reasonable.
2. When the issue is much more important to the other person than to yourself—to satisfy the needs of others, and as a goodwill gesture to help maintain a cooperative relationship.
3. To build up social credits for later issues which are important to you.
4. When continued competition would only damage your cause—when you are outmatched and losing.
5. When preserving harmony and avoiding disruption are especially important.
6. To aid in the managerial development of subordinates by allowing them to experiment and learn from their own mistakes.

If you scored High:

1. Do you feel that your own ideas and concerns are not getting the attention they deserve?
(Deferring too much to the concerns of others can deprive you of influence, respect, and recognition. It also deprives the organization of your potential contributions.)
2. Is discipline lax?
(Although discipline for its own sake may be of little value, there are often rules, procedures, and assignments whose implementation is crucial for you or the organization.)

If you scored Low:

1. Do you have trouble building goodwill with others?
(Accommodation on minor issues which are important to others are gestures of goodwill.)
2. Do others often seem to regard you as unreasonable?
3. Do you have trouble admitting it when you are wrong?
4. Do you recognize legitimate exceptions to rules?
5. Do you know when to give up?

