AGENDA

Meeting Type:	SPECIAL
Date:	12/13/1996
	MINI RETREAT

City of Charlotte, City Clerk's Office

MEMORANDUM

TO: Greg McGinnis
          City of Charlotte

FROM: Nancy Watkins

SUBJECT: Workshop Notes

DATE: December 20, 1996

Enclosed are Inserts 1 - 12 for your review and comments.

(96-278)

LEADERSHIP AND PARTNERSHIP WORKSHOP FOR THE
MAYOR - CITY COUNCIL - CITY MANAGER
CHARLOTTE, NORTH CAROLINA

OUTCOMES

⇒ Strengthen The Partnership - Ability of Mayor - City Council - City Manager To Work Together To Produce Results
- Understanding and Appreciating Individual Contributions and Style
- Clear Understanding of Roles and Responsibilities
- Refinements - How We Operate, How the City is Governed

⇒ Direction for 1997 - Policy Agenda of Key Target Issues
- "Importance" Priority
- Finalization of Policy Agenda 1997

⇒ Foundation For Sustaining Action Beyond the Workshop
- Specific Action Plan for City Council, Mayor, City Manager
- Commitments to Leadership and Our Partnership

AGENDA

⇒ Challenges for City Leaders
- New Realities of the 1990's
- Emergence of "Community Based" City Government
- Making "Winners" into "Champions"
- Keys to City Success - Partnership/Leadership

⇒ Understanding Our Partners - How We Operate, What Each Partner Contributes
- Problem Solving and Decision Making
- Conflict Resolution and Negotiations
- Keys to an Effective Partnership

⇒ Mayor - City Council - City Manager Success
- Success Means . . .
- Avoid Becoming . . .

⇒ Our Goal: The Policy Agenda 1997
- Identify Target Issues
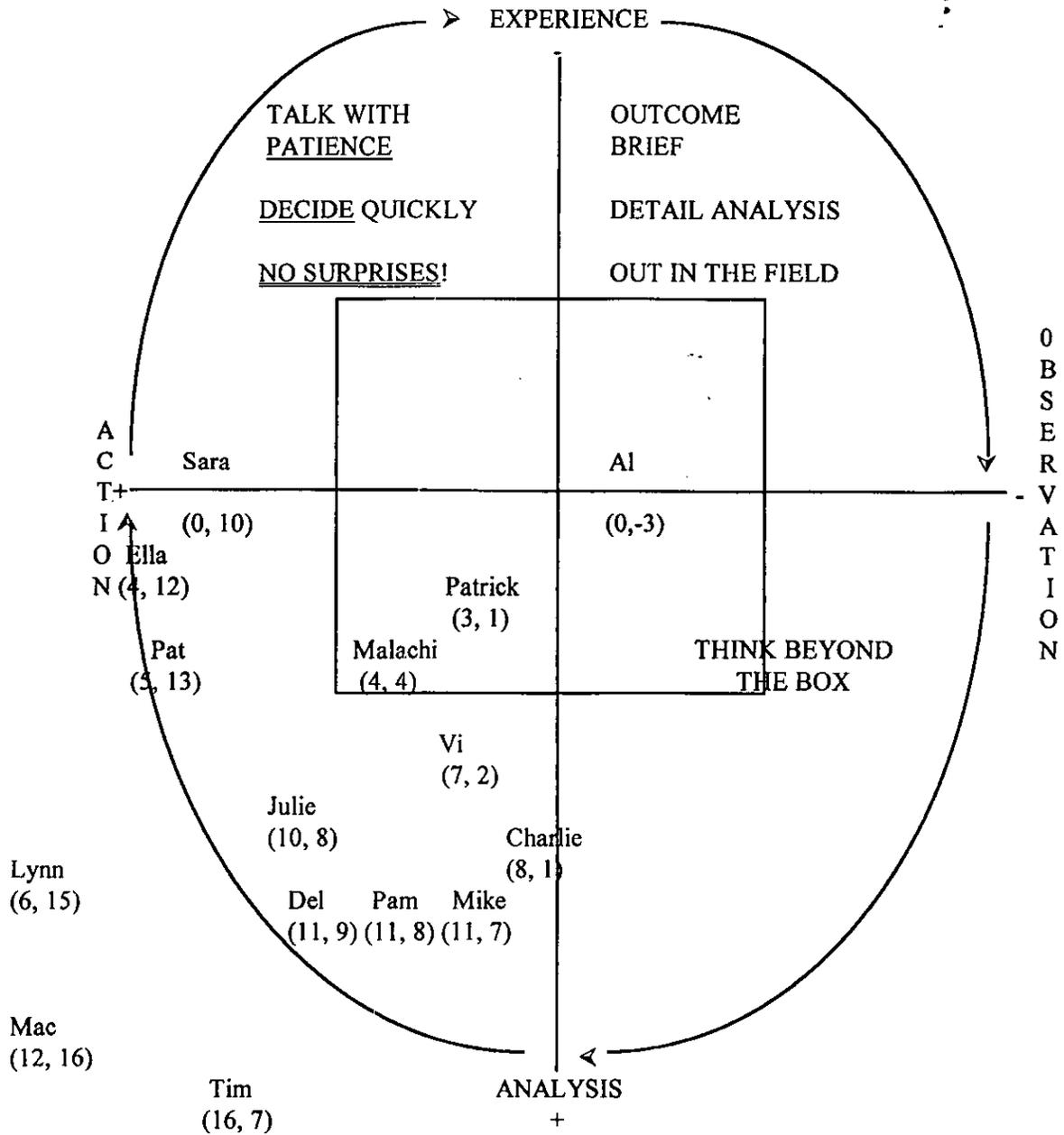- Focus Target
- Priority of Importance
- Our Common Agenda

⇒ Our Roles: Expectations and Actions
- City Council
- Mayor
- City Manager
- Performance Standards and Guide for Action

⇒ Our Execution - How We Produce Results
- Our "House" Rules
- Our Operations - Governing Refinements
- Action Plan for Enhancing Governance Process

⇒ Our Leadership Challenge and Opportunity - Turning Commitments into Actions/Results

WORKSHOP - GUIDING PRINCIPLES

- ► Focus on Future
    Future ≠ Past

- ► Look To Charlotte as a Whole - "BEST" for <u>Our</u> Community

- ► Results Produced Only By Working Together

- ► Simple Actions Lead to Sustaining Differences
    MR = R - E
    Max Result Reality Expectation

- ► <u>Listen Before Judging</u>!

- ► Concentrate on Issues - Not on Personality

- ► Enjoy Governing - Have Some Fun

- ► Your Actions - Set The Tone

- ► Result from Workshop - Controlled By You

EXPERIENCE

TALK WITH
PATIENCE

OUTCOME
BRIEF

DECIDE QUICKLY

DETAIL ANALYSIS

NO SURPRISES!

OUT IN THE FIELD

A
C
T +
I
O
N

Sara

Al

O B S E R V A T I O N

(0, 10)

(0,-3)

Ella
(4, 12)

Patrick
(3, 1)

Pat
(5, 13)

Malachi
(4, 4)

THINK BEYOND
THE BOX

Vi
(7, 2)

Julie
(10, 8)

Charlie
(8, 1)

Lynn
(6, 15)

Del   Pam   Mike
(11, 9) (11, 8) (11, 7)

Mac
(12, 16)

Tim
(16, 7)

ANALYSIS
+

NEGOTIATIONS

	Compete	Collaborate	Compromise	Avoid	Accommodate
Mac					
Pat	11	7	1	5	5
Al	3	9	7	7	5
Ella	4	11	4	5	6
Mike	12	6	7	3	2
Sara	5	7	9	5	4
Tim	10	5	8	6	1
Malachi	3	4	10	7	5
Lynn	10	9	4	2	4
Patrick	5	3	9	4	8
Charlie	10	6	4	6	4
Pam	6	9	9	2	3
Del	6	5	7	6	6
Vi	4	6	10	6	3
Julie	5	7	5	7	6

**Our Policy Agenda for 1997
Mayor and City Council
City of Charlotte**

TOP PRIORITY

Transportation Policy and Direction (Comprehensive/Multi-Modal)

Economic Vitality Strategy/Direction for Neighborhoods

Regional Strategy

"Community" Safety Strategy

HIGH PRIORITY

Stormwater Policy and Direction

Zoning: Policy and Direction

Airport Direction

Housing Policy and Direction

Target Issues 1997
Mayor and City Council
City of Charlotte

TOP PRIORITY

1. Transportation Policy and Direction (Comprehensive/Multi-Modal)
   - Define Our Outcome
   - Analyze and Evaluate Charlotte - What is Our Real Situation and Options?
   - Define City's Role
   - Explore Realistic Options Based on Analysis
   - Address Road - Direction and Funding
   - Review Mass Transportation Needs
   - Develop Integrated Policy - Clear Direction
   - Decisions
   - Develop Strategy for Obtaining Dollars from State/Federal Government

2. Economic Vitality Strategy/Direction for Neighborhoods
   - Review and Inventory Current Programs, Activities and Needs
   - Define City's Role and Outcomes
   - Explore Options, including Approaches Used by Other Cities, Incentives
   - Evaluate Coordination of Effort - Accountability
   - Develop Strategy with Short Term Action Plan
   - Decisions
   - Work Groups to Define Outcomes and Strategies

TOP PRIORITY

3. Regional Strategy
   - Work with Counties, Other Cities and State Governments
   - Develop Strategy for Building Relations
   - Identify Areas of Common Concern
   - Define Charlotte's Interest
   - Decisions: Direction, Strategy
   - Explore Areas for Regional Contribution

4. "Community" Safety Strategy
   - Review Outcome: Safe Community for People, Work with People
   - Evaluate Community Oriented Policing, Staff, Use Technology - Involving Community Neighborhood Churches, etc.
   - Determine Resource Needs and Funding
   - Establish Trust with Community
   - Decisions
   - Incorporate in Budget (e.g. Crime Stoppers)
   - More Dialogue with City Council

HIGH PRIORITY

1. Stormwater Policy and Direction
   - Review Current Situation and Needs
   - Define Outcome
   - Explore Options (e.g. Stormwater Management Policy for Single Family Areas)
   - Determine Funding Strategy, Other Funding Sources
   - Decisions
   - Talk with State/Federal - Potential Resource Support

2. Zoning: Policy and Direction
   - Review Current Policies, Rules, Process
   - Analyze Our Abilities to Effect Outcomes
   - Define Outcomes for Community
   - Define Roles & Responsibility
   - Review Zoning Policy and Process
   - Decision
   - Address Intell/Density (???) Policy

3. Airport Direction
   - Review Master Plan
   - Analyze Needs
   - Decision: Airport Expansion
   - Address Airports as Economic Assets, Real Economic Impact on Neighborhoods
   - Outcome - Viable Hub
   - Work with Neighborhood

4. Housing Policy and Direction
   - Evaluate Current Situation
   - Define City's Role, Desired Outcome
   - Develop City Policy
   - Decisions
   - Address Issues of Fixed Income;
     50's, 60's, 70's Housing -
     Next Uses; Code Enforcement/Demolition of Homes/Rehab. Policy

Target Issues 1997
Mayor and City Council
City of Charlotte

Worksheets

GOALS	Importance	
	TOP	HIGH
TOP PRIORITY		
1. Transportation Policy and Direction (Comprehensive/Multi-Modal) • Define Our Outcome • Analyze and Evaluate Charlotte - What is Our Real Situation and Options? • Define City's Role • Explore Realistic Options Based on Analysis • Address Road - Direction and Funding • Review Mass Transportation Needs • Develop Integrated Policy - Clear Direction • Decisions • Develop Strategy for Obtaining Dollars from State/Federal Government	9	
2. Economic Vitality Strategy/Direction for Neighborhoods • Review and Inventory Current Programs, Activities and Needs • Define City's Role and Outcomes • Explore Options, including Approaches Used by Other Cities, Incentives • Evaluate Coordination of Effort - Accountability • Develop Strategy with Short Term Decisions • Decisions • Work Groups to Define Outcomes and Strategies	7	

GOALS	Importance	
	TOP	HIGH
TOP PRIORITY		

3. Regional Strategy
    • Work with Counties, Other Cities, State Governments
    • Develop Strategy for Building Relations
    • Identify Areas of Common Concern
    • Define Charlotte's Interest
    • Decisions: Direction Strategy
    • Explore Areas for Regional Contribution
	6	

4. "Community" Safety Strategy
    • Review Outcome: Safe Community for People, Work with People
    • Evaluate Community Oriented Policing, Staff, Use of Technology - Involving Community Neighborhood Churches, etc.
    • Determine Resource Needs and Funding
    • Establish Trust with Community
    • Decisions
    • Incorporate in Budget (e.g. Crime Stoppers)
    • More Dialogue with City Council
	5	

GOALS	Importance	
	TOP	**HIGH**
HIGH PRIORITY		
1. Stormwater Policy and Direction • Review Current Situation and Needs • Define Outcome • Explore Options (e.g. Stormwater Management Policy for Single Family Areas) • Determine Funding Strategy, Other Funding Sources • Decisions • Talk with State/ Federal - Potential Resource Support	6	
2. Zoning: Policy and Direction • Review Current Policies, Rules, Process • Analyze Our Abilities to Effect Outcomes • Define Outcomes for Community • Define Roles & Responsibility • Review Zoning Policy and Process • Decision • Address Intell/Density Policy (??)	6	
3. Airport Direction • Review Master Plan • Analyze Needs • Decision: Airport Expansion • Address Airport as Economic Assets, Real Economic Impact on Neighborhoods • Outcome - Viable Hub • Work with Neighborhood	6	

4. Housing Policy and Direction
• Evaluate Current Situation
• Define City's Role, Desired Outcome
• Develop City Policy
• Decisions
• Address Issues of Fixed Income;
      50's, 60's 70's Housing -
      Next Uses; Code Enforcement/Demolition of Homes/Rehab. Policy
	6	

GOALS	Importance	
	TOP	HIGH
OTHER PRIORITIES	;	
1. Competitive Bidding/Privatization Policy		
• Review Current Policy of <u>Competitive</u> Bidding		
• Define "Competitive Bidding", "Privatization"		
• Define Policy		
• Decision		
• Address Asset Management		
2. Workforce Preparedness Action Plan		
• Link to Economic Development Efforts		
• Work with Colleges, School Districts, County		
• Define City's Role		
• Explore Ways of Meeting Employer Needs		
• Decisions		
3. Arena/Coliseum Policy and Direction		
• Define City's Role		
• Focus Outcome		
• Address Issues with Authority		
• Decision: Direction, Funding, etc.		
• Establish Decision Criteria		
• Evaluate the "True" Benefits		
4. Citizens Outreach/Communication Strategy and Action Plan		
• Evaluate Effectiveness of Current Programs		
• Explore Success Approaches Used by Other Cities		
• Develop Strategy		
• Refine Programs		
• Decisions: Direction, Resources		
• Market Success		
• Develop Mechanism for Listen/Hearing		
5. City-County Consolidation Direction		
• Evaluate: Where Are We		
• Focus Options		
• Decision: Direction		

GOALS	Importance	
	TOP	HIGH
OTHER PRIORITIES		

6. Youth Strategy
   • Define Outcomes
   • Explore Options
   • Define City's Role
   • Work with School District
   • Expand Resources for Youth
   • Decision: Future Direction		

7. Arts Strategy/Direction
   • Focus: Importance of Arts to Community
   • Define Outcomes and Values
   • Define City's Role/Purposes for Funding - Serve the Community
   • Work with Arts Communities
   • Develop Strategy
   • Decisions		

8. Roads: Direction
   • Review Staff Recommendations
   • Define Outcome
   • Explore Longer Needs
   • Address Specific Street Issues
   • Decision: Direction, Funding
   • Analyze Enhance Capacity of Roads		

9. Assessment Management: Policy and Direction
   • Identify Current Owned City Property and Potential Uses
   • Define Direction
   • Establish Policy
   • Decision		

GOALS	Importance	
	TOP	**HIGH**
OTHER PRIORITIES 10. Comprehensive Neighborhood Strategy/Policy • Review Current Programs and Activities - Results • Identify Needs/Issues in Various Neighborhoods • Define Outcomes/City's Role • Develop <u>Comprehensive Strategy</u>, Action Plans for Specific Neighborhoods • Decisions: Directions • Involve Community 11. Annexation: Future Policy • Decision Annexation (1/97) • Explore Future Options • Decision: Direction, Policy		

City Council's Role Expectations
City of Charlotte

PRIMARY IMPORTANCE

Interpreter

Goal Setter

Strategist

Decision Maker

SECONDARY IMPORTANCE

Advocate

Educator

Problem Solver

Community Leader

City Council's Role Expectations
City of Charlotte

WORKSHEET

	City Council Perspective		Council Consensus	City Manager/ City Attorney		Staff Consensus
	"A"	"B"		"A"	"B"	
Interpreter	4	3	A	2	3	A
Advocate	1	3	B	0	3	B
Educator	3	4	B	0	2	
Moderator	1	2			2	
Problem Solver	2	5	B	2	2	B
Community Leader	2	2	B	3	1	B
Goal Setter	4	2	A	5		A
Strategist	4	1	A	3	2	A
Spokesperson	0	0		0	0	
Representative	0	3		0	3	B
Decision Maker	6	1	A	5		A
Watch Dog	1	1		0	2	

City Manager's Role Expectations
City of Charlotte

PRIMARY IMPORTANCE

Communicator

Innovator

Team Builder

Visionary

SECONDARY IMPORTANCE

Policy Analyst

Systems Analyst

Community Leader

Organizational Leader

Staff Developer

City Manager's Role Expectations
City of Charlotte

WORKSHEET

	City Council Perspective		Council Consensus	City Manager Perspective	Staff Perspective		Staff Consensus
	"A"	"B"			"A"	"B"	
Communicator	4	3	A	A	4		A
Innovator	3	4	A	A	0	4	B
Policy Analyst	2	3	B	B	2	1	B
Team Builder	5	2	A	A	2	2	A
Systems Analyst	0	4	B				
Visionary	5	1	A	B	4		A
Community Leader	0	5	B	B		2	
Organizational Leader	3	1	B	A	3	1	A
League Activist	0	0					
Change Agent	1	2		B		2	
Staff Developer	3	2	B			2	
Ambassador	2	1			1	2	B

Mayor's Role Expectations
City of Charlotte

PRIMARY IMPORTANCE

Advocate

Moderator

Image Maker

Spokesperson

SECONDARY IMPORTANCE

Educator

Community Leader

Representative

Mayor's Role Expectations
City of Charlotte

WORKSHEET

	City Council Perspective		City Council Consensus	Mayor's Perspective	City Manager/ City Attorney		Staff Consensus
	"A"	"B"			"A"	"B"	
Interpreter	1	2		B	2	3	B
Advocate	3	2	A	A	3	2	A
Educator	2	3	B		2	1	
Moderator	4	2	A	A	3	2	A
Problem Solver	1	1				1	
Community Leader	1	4	B	B	2	3	B
Goal Setter	1	0		A		1	
Image Maker	3	2	A		2	3	B
Spokesperson	4	2	A	B	4	1	A
Representative	2	2	B	B	2	3	B
Decision Maker	1	2		A			
Watch Dog	0	0					

THOMAS-KILMANN
CONFLICT MODE INSTRUMENT

By

Kenneth W. Thomas
Ralph H. Kilmann

XICOM

THOMAS-KILMANN CONFLICT MODE INSTRUMENT

By

Kenneth W. Thomas
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.

THOMAS-KILMANN
CONFLICT MODE INSTRUMENT

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/her 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.

THOMAS-KILMANN
CONFLICT MODE INSTRUMENT

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 the other person 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 the other person my ideas and ask for his/hers.
      B. I try to show the other person 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.

THOMAS-KILMANN
CONFLICT MODE INSTRUMENT

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 other people happy, I might let them maintain their views.
     B. I will let other people have some of their positions if they let me have some of mine.

19. A. I attempt to get all concerns and issues immediately out in the open.
     B. I try to postpone the issue until I have had some time to think it over.

20. A. I attempt to immediately work through our differences.
     B. I try to find a fair combination of gains and losses for both of us.

21. A. In approaching negotiations, I try to be considerate of the other person's wishes.
     B. I always lean toward a direct discussion of the problem.

22. A. I try to find a position that is intermediate between his/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.

THOMAS-KILMANN
CONFLICT MODE INSTRUMENT

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 the other person to settle for a compromise.

25. A. I try to show the other person 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 other people happy, I might let them maintain their 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 AND INTERPRETING THE

THOMAS-KILMANN CONFLICT MODE INSTRUMENT

SCORING THE THOMAS-KILMANN
CONFLICT MODE INSTRUMENT

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

	Competing (forcing)	Collaborating (problem solving)	Compromising (sharing)	Avoiding (withdrawal)	Accommodating (smoothing)
1.				A	B
2.		B	A		
3.	A				B
4.			A		B
5.		A		B	
6.	B			A	
7.			B	A	
8.	A	B			
9.	B			A	
10.	A		B		
11.		A			B
12.			B	A	
13.	B		A		
14.	B	A			
15.				B	A
16.	B				A
17.	A			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

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-Kilmann Conflict Mode Instrument."

The five modes are represented by the five columns labeled "competing," "collaborating," and so on. In the column under each model is the range of possible scores on that mode—from 0 (for very 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-Kilmann 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-Kilmann Conflict Mode Instrument— that you were in the top 20% on 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, however, since your situation may require high or low use of a given conflict-handling mode.

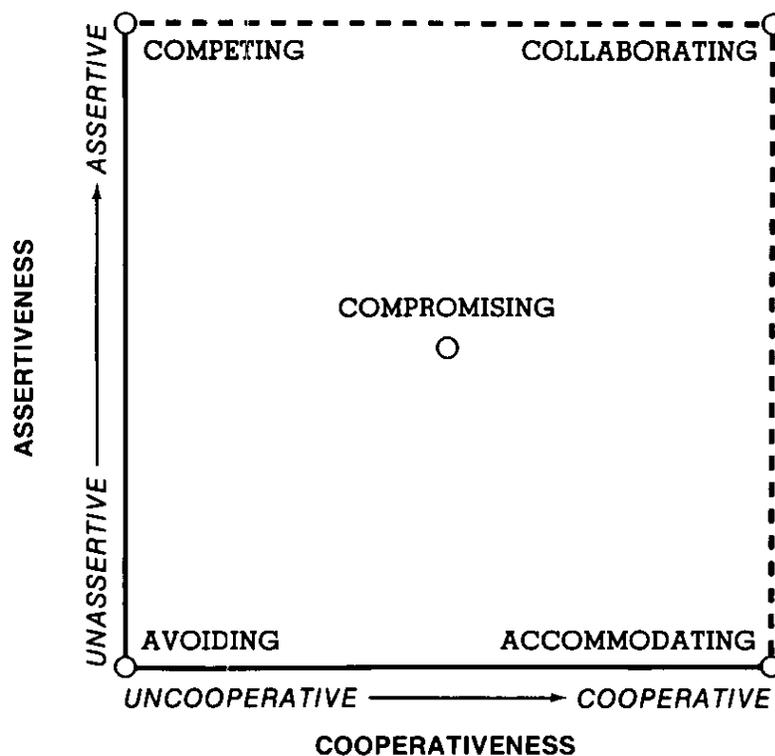8   ·

YOUR SCORES ON THE THOMAS-KILMANN
CONFLICT MODE INSTRUMENT

		Competing	Collab-orating	Compro-mising	Avoid-ing	Accom-modating
	100%	12		12	12	12
					11	11
		11	12	11	10	10
		10	11	10	9	9
	90%					8
High 25%		9	10			7
	80%	8		9	8	
				═══ 9 ═══		═══ 6 ═══
	70%	7		8		
					7	
	60%					
		6				5
			8	7	6	
Middle 50%	50%					
		5	7			
	40%					4
				6		
		4			5	
	30%			5		
			6			
						═══ 3 ═══
Low 25%	20%	3			4	
			5	4		
		2			3	
	10%					
			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 the original norm group, composed of managers at middle and upper levels of 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 situations in which the concerns of two people appear to be incompatible. In such situations, we can describe a person's behavior along two basic dimensions: (1) assertiveness, the extent to which the individual attempts to satisfy his/her 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:

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ASSERTIVENESS

ASSERTIVE    COMPETING              COLLABORATING

                      COMPROMISING
                          O

UNASSERTIVE  AVOIDING               ACCOMMODATING

             UNCOOPERATIVE ———→ COOPERATIVE
                    COOPERATIVENESS
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*This two dimensional model of conflict handling behavior is adapted from "Conflict and Conflict Management" by Kenneth Thomas in *The Handbook of Industrial and Organizational Psychology*, edited by Marvin Dunnette (Chicago: Rand McNally, 1976). Another valuable contribution in this field is the work by Robert Blake and Jane Mouton in *The Managerial Grid* (Houston: Gulf Publishing, 1964).

Competing is assertive and uncooperative—an individual pursues their own concerns at the other person's expense. This is a power-oriented mode, in which one uses whatever power seems appropriate to win one's own position—one's ability to argue, one's rank, economic sanctions. Competing might mean "standing up for your rights," defending a position which you believe is correct, or simply trying to win.

Accommodating is unassertive and cooperative—the opposite of competing. When accommodating, an individual neglects their own concerns to satisfy the concerns of the other person; there is an element of self-sacrifice in this mode. Accommodating might take the form of selfless generosity or charity, 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 their own concerns or those of the other person. They do 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 individuals use are therefore the result of both their personal predispositions and the requirements of the situations in which they find themselves. 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.

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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 other's 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 elicit 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 subordinates 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—as 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?
(Such a climate might undermine interpersonal trust and deflect attention away from the *merits* of the issues discussed.)

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 valve, 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 can resolve 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?

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Dr. Kilmann has consulted for many corporations in the Fortune 500, including AT&T, Ford, G.E., General Foods, Kodak, TRW, USX, Westinghouse, and Xerox. In addition, he has consulted for health-care, financial, and government organizations, including the U.S. Bureau of the Census and the Office of the President. Dr. Kilmann has published more than 100 articles and 10 books on planned change. His recent books include *Beyond the Quick Fix* (1984), *Gaining Control of the Corporate Culture* (1985), *Corporate Transformation* (1988), *Managing Beyond the Quick Fix* (1989), and *Making Organizations Competitive* (1990) all published by Jossey-Bass.

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Learning Styles Inventory

INSTRUCTIONS: There are nine sets of four words below. Rank order each set of four words, assigning a 4 to the word which best characterizes your problem solving style, a 3 next to the word which next best characterizes your problem solving style, a 2 next to the next most characteristic word, and a 1 to the word which is least characteristic of you in solving problems. Be sure to assign a different number to each of the four words in each set. No two items in the same set of four should receive the same ranking

1. ___ discriminating   ___ tentative   ___ involved   ___ practical

2. ___ receptive   ___ relevant   ___ analytical   ——— impartial

3. ___ feeling   ___ watching   ___ thinking   ___ doing

4. ___ accepting   ___ risk-taker   ___ evaluative   ___ aware

5. ___ intuitive   ___ productive   ___ logical   ___ questioning

6. ___ abstract   ___ observing   ___ concrete   ___ active

7. ___ present-oriented   ___ reflecting   ___ future-oriented   ___ pragmatic

8. ___ experience.   ___ observation   ___ conceptualization ___ experimentation

9. ___ intense   ___ reserved   ___ rational   ___ responsible

S   CE_____   RO_____   AC_____   AE_____
C   234578   136789   234589   136789
O
R   AC-CE_____   AE-RO_____
E