NEGOTIATING TO WIN/WIN:
CONFLICT RESOLUTION IN PERSONAL
AND PROFESSIONAL RELATIONSHIPS

PROGRAM OVERVIEW

About the Training Program

Conflict can be healthy when it brings about new ideas and deeper relationships. For this to occur, the basis for dealing with the conflict must be win/win. Conflict is unhealthy when it leads to distrust, anger, and withdrawal. These results usually mean that conflict has been approached on a win/lose basis.

The goal of this program is to bring participants to the awareness that relationships with friends, family, and co-workers merit the investment in time and energy required for disagreements to be resolved in such a way that both parties feel like winners. To this end, the program (a) helps participants to understand what they bring to the conflict situations they face in their personal and professional lives and (b) presents the opportunity for participants to learn effective conflict-resolution skills.

Training Objectives

Participants will have the following opportunities:

- To assess their conflict-resolution styles;
- To identify misunderstandings in conflict situations;
- To learn how to view others objectively;
- To acquire skills in stating complaints and requesting change;
- To become adept at cooperative forms of negotiation; and
- To learn strategies for dealing with difficult people.

Designed by Mel Silberman.
# PROGRAM OUTLINE

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<td>20 minutes</td>
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I. Opening Activities

A. Agenda Review (Presentation)

1. Share the outline of the program with participants.
2. Ask participants to add other agenda items that they feel might be necessary.

B. Things We Have in Common (Icebreaker; Materials: Index Cards)

1. Ask each participant to choose a partner.
2. Give the participants the following instructions: Find as many things as possible that you and your partner have in common. Look for commonalities that are not evident from physical appearance alone. Here are some ideas to get you started:
   - Family background (e.g., “We both are oldest siblings”);
   - Hobbies and interests (e.g., “We both like to read mysteries”);
   - Preferences (e.g., “We both dislike decaffeinated coffee”);
   - Life experiences (e.g., “We both have been to England”).
3. After ten minutes, instruct partners to stop generating commonalities and to select the two that might seem the most intriguing to the other participants. Then ask them to invent a feasible commonality that is not true.
4. Distribute index cards to the participants and ask them to write down private reflections on the experience with their partners. Were there any small conflicts that came up in arriving at decisions? How did the partners relate?
5. Invite participants to briefly share with their partners what they wrote if they wish to do so. Then instruct them to put away these cards for use later in the program.
6. Reassemble the full group with partners seated together. Have partners introduce themselves to the group and report the three commonalities they selected (two true statements and one false statement). As they do so, invite other participants to speculate on which commonality is false. Then ask the pairs to reveal the truth.
C. Interactive Overview of Conflict Resolution (Intergroup Exchange: 
Materials: Form A)

1. Divide participants into small groups of three or four. Ask them to share with 
one another the most prevalent factors that promote conflict in their experiences at 
home and/or at work (use whichever context is appropriate to the training 
group). Give an example such as "being misunderstood."

2. Ask each group to select five typical factors to share with the full group.

3. Obtain one contribution at a time from each group and list them on a 
newsprint sheet. Point out that conflict usually stems not so much from 
personality differences as from interpersonal or intergroup differences in 
goals, style, or roles, as well as lack of information or poor-quality problem-solv-
ing methods.

4. Distribute Form A and ask participants to circle the five methods they person-
ally use most often. Urge them to be truthful.

5. Now ask the participants to put squares on the five methods used most often 
by other people in their personal and/or professional lives.

6. Tabulate across the full group the votes for each method "circled" and 
"squared." Observe any significant discrepancies. Quite likely the participants 
will see themselves as users of "positive" methods (items 8, 10, 12, and 14) more 
often than they perceive others doing so. If this is the case, ask participants to 
explain the discrepancy between how people see themselves and how they see 
others.

7. Point out the human tendency to project negative attitudes on others. Ask 
participants to discuss how this tendency affects people's behaviors in conflict 
situations. Indicate that you will return to this theme later on.

II. What You Bring to Conflict Situations

A. Feelings About Conflict (Physical Continuum)

1. Ask participants to stand and to form a line. Those who see themselves as 
usually hating to be in conflict situations should go to the head of the line. In 
contrast, those who typically relish conflict situations should find a place to the 
rear of the line. Participants who do not identify with either choice should find 
a place somewhere in the middle. Do not allow all of the participants to crowd 
the middle. Urge them to form a single line, using humor to help them to feel 
relaxed during the activity.

2. When the line-up is complete, ask participants to form a semicircle so that they 
can see one another while keeping their places.
3. Interview the participants at both ends of the semicircle about the feelings that influenced their self-placements. Ask other participants to share their feelings about conflict. Note that discomfort with conflict is typical.

**B. Looking at Your Conflict Style (Game; Materials: Balloons, if you select the balloon game)**

1. Use games that place participants in conflict situations, such as:
   - Thumb-wrestling
   - Debating someone (Find an issue that two partners truly disagree on, such as abortion, capital punishment, American foreign policy, and so on.)
   - Breaking balloons (Have each participant blow up a balloon and tie it to his or her ankle with a string. Then give a signal for participants to try to break one another’s balloons by stepping on them; the last person to have an unbroken balloon is the winner.)

2. Process the participants’ feelings of aggression, defensiveness, defeat, and victory. Note strategies or styles for coping with conflict.

**C. Assessing Your Conflict Style (Questionnaire; Materials: Form B)**

1. Ask participants to take out the notes they wrote in the icebreaker activity and to consider what these notes say about their approaches with other people.
2. Distribute Form B and ask participants to complete and then score their questionnaires.
3. Allow participants time to share their results with people seated near them. Obtain reactions and questions.

**D. Experiencing Different Approaches to Conflict (Role Play; Materials: Form C)**

1. Divide participants into groups of four (if possible). Explain that each group will be asked to pretend that it is a family. (Who plays the roles of father, mother, and so on is not important). The family is to discuss what to do about the fact that the family budget is always overspent.
2. Before starting family discussions, give each participant a copy of Form C.
3. Ask each group to designate Persons 1, 2, 3, and 4. Explain that the family discussion will be interrupted every five minutes, thereby creating four “rounds.” During each round, each family member will behave with the style assigned on the chart on Form C. Thus, in the course of the twenty-minute discussion, each member will adopt each one of the four styles.
4. Suggest that participants act out their styles in subtle ways. It is generally not helpful to exaggerate any style.

5. When the four rounds are completed, invite the groups to process the experience. You might use questions such as the following:
   - Which style(s) were easy or hard for you to perform?
   - What feelings did you have from this experience about each style?

**E. Conflict Behavior is Situational (Checklist; Materials: Form D)**

1. Explain that people tend to vary their styles, depending on the situation, and—in particular—depending on the relationship in question. Some people can be confronting with one person and reactive with another.

2. Ask participants to assess this matter for themselves by following the instructions on Form D and completing the checklist.

3. Have each participant show his or her checklist to a partner and discuss it.

**F. Misunderstandings in Conflict Situations (Lecturette)**

1. Review with participants people’s tendencies to project negative attitudes toward those with whom they have conflicts. Remind them how this was demonstrated during the “Interactive Overview of Conflict Resolution.”

2. Discuss the following key points: We all bring biases, stereotypes, and vested interests to every conflict situation that distort our abilities to resolve it. As a result, misunderstandings occur. Common misunderstandings include the following:
   - **Mirror image:** Each feels a victim of the other’s injustice.
   - **Mote-beam mechanism:** Each clearly perceives the hostile acts of the other while blind to his or her own identical acts.
   - **Double standard:** Even though both parties engage in identical acts, each feels that what is legitimate to do himself or herself is not legitimate for the other person to do.
   - **Polarized thinking:** Each has an oversimplified view of the conflict; that is, “Everything I do is good and everything you do is bad.” Further discussion of these ideas can be found in Johnson (1986, pp. 212-213).

3. Mention that these misunderstandings can easily result in a self-fulfilling prophecy whereby one person’s defensive actions (whether attack or withdrawal) intensify the other person’s hostility and decrease his or her positive feelings toward the first person.
G. Viewing Others Objectively (Writing Task)

1. Ask participants to select two of the people they listed on the checklist in the previous activity. Encourage them to reflect on misunderstandings that have developed between themselves and these people. Then ask them to write down an objective assessment of how each of these others' needs, values, and goals differ from their own.

2. Direct participants to return to their partners from the previous activity and to share their assessments. Partners should be encouraged to push each other toward greater objectivity.

3. Explain to participants that having looked at what they bring to conflict situations (particularly with the two people chosen in this activity) they now are ready to examine and to practice how they can interact with others more effectively when conflict occurs.

III. Conflict-Resolution Effectiveness

A. Stating Complaints and Requesting Change (Skill Practice)

1. Point out that full-blown conflicts can be avoided in a relationship by assertive behavior.

2. Make the following key points:

   - Hinting to another person when you have a complaint rarely influences her or him to do something about it.
   - Attacking another person only makes her or him defensive.
   - The most effective action is to state a complaint directly in *behavioral terms* (complaints are about what the other person does, not who they are) and to request directly that something be done about it.

3. Demonstrate an effective way of stating complaints and requesting change, using examples appropriate to the training group. Following is a sample script:

   Jim, I have a complaint. You are late to most of our meetings. I'd appreciate it if you would commit yourself to coming on time. Can you agree to that?

4. Ask participants to return to their partners and to select one complaint they have with one of the people chosen in the last section of the program. Using the partner in the role of the other person, instruct each participant to practice stating a concrete, specific complaint and making a request for change. After each performance, ask partners to give each other feedback.
5. Point out that it may help to communicate friendly intentions by expressing appreciation before stating complaints and acknowledging one’s own role in the situation before requesting change. Give a demonstration by using this sample script as a guide:

Jim, I’ve appreciated your contributions to our team. (Pause.) I do however, have one complaint. You are late to most of our meetings. I recognize that I haven’t told you before that this upsets me but would like you to commit yourself to coming on time. Can you agree to that?

6. Invite partners to practice these added steps with each other by using the same complaint. Direct them this time, in their roles, to respond defensively to the complaint and request for change by *cross-complaining*. This means bringing up one’s own complaint. Urge participants to figure out how to respond to the cross-complaint.

7. After the role plays are finished, invite some participants to share with the full group ways that their partners responded effectively to the cross-complaints.

8. Discuss other defensive behaviors that might occur, such as arguing, acting insulted, and making excuses. Utilize the life experiences of participants by appealing to their ideas for dealing with each of these.

- **B. Anatomy of an Argument** (Information Search; Materials: Form E)

1. Obtain two volunteers who are willing to demonstrate a destructive fight. Coach them through it so that all the aspects covered in Form E are exhibited.

2. Point out that helpful and destructive arguments differ in each of three major phases, as indicated on Form E.

3. Distribute Form E and ask participants to return to their pairs and study the chart to find reasons why the argument just demonstrated was destructive.

4. Then ask them to imagine how the argument just demonstrated could have been conducted in a helpful manner by looking at the information given in Form E.

5. Invite a pair to volunteer a demonstration of a helpful argument.

- **C. Dealing with Difficult People** (Mental Imagery)

1. Acknowledge that coping with especially difficult people is a challenge.

2. Invite participants to identify difficult people in their lives. Then ask them to close their eyes (or use some other focusing technique) and imagine the worst that these people could say to them (e.g., “You don’t care”).
3. Next, direct participants to bring to mind a first reaction to that statement, one that reveals how they might respond if the other person “pushed a button” or “struck a nerve.” Give an example of your own to guide their thoughts.

4. Continue the imagery experience by directing each participant to take a deep breath and then to imagine acknowledging what the person said, even if it were stated offensively. Suggest the response, “I can sense how angry you are.” Next, direct each participant to imagine asking the other person to be more specific about the complaint. Suggest the request, “Tell me more about what you want from me or what you are feeling about me.” Have the participants imagine a positive response to the query.

5. End the imagery experience and ask participants to identify which suggestions were helpful and which they wished to question.

6. Remind participants that difficult people typically have trouble managing stress and tend to attack the most accessible people. Taking their statements personally allows you to be a victim.

7. Obtain reactions to this observation.

D. Reframing Conflict Scenarios (Dyadic Discussion; Materials: Form F)

1. Point out that when conflict persists, each party starts to feel, “It’s her/him or me.” When such a win-lose mentality sets in, it is impossible to have a negotiating relationship.

2. Distribute the drawing contained in Form F and invite participants to spell out the lesson it contains about the futility of win-lose power struggles. Discuss the need to reframe conflicts so that a win-win scenario is entertained.

3. Pair off participants and ask them to discuss a persistent conflict they face with another party and to envision the possibility of a win-win outcome.

4. Explain that before one approaches another to resolve a persistent conflict, it is extremely important to develop some vision of a positive resolution.

E. The Steps of Negotiation (Skill Practice)

1. Point out that a good way to begin the conflict-resolution process is to describe the conflict immediately as a “mutual problem.” Give the following example:

A sales manager says to a manufacturing manager, “We have a problem. You and I have been fighting over the size of our inventory. It seems to me that I want enough products on hand so that our customers will get quick deliveries, but you want to limit inventory to hold down storage costs. Is that a fair statement of our conflict?”
2. Pair off participants and ask them each to take a turn practicing this kind of opening statement in a conflict situation that is real to them. When the practice efforts are concluded, discuss reactions with the full group. Stress that it makes little sense to “integrate” positions before you have given enough time to “differentiate” them. The more both parties discuss and agree on the nature of their differences, the more likely they are to negotiate them effectively.

3. Explain that the next helpful step is to **offer to negotiate differences**. Clarify that “negotiate” does not have to mean “compromise.” Although a compromise might successfully settle a conflict, it may be possible to arrive at solutions that really satisfy both sides. Demonstrate how to offer to negotiate, building on the example presented previously:

   Can we negotiate this matter? I’d like to find a solution that will work for both of us. Are you willing to try to find one?

4. Have partners practice this step and obtain reactions.

5. Indicate that the next step is to **brainstorm alternative solutions together**. Compromises like meeting each other halfway or making a fair exchange should be listed. In addition, creative ideas that integrate the interests of both parties should be attempted. Of course, no discussion, acceptance, rejection, or evaluation of solutions should happen at this stage. Point out that the brainstorming usually works best if the parties take turns expressing ideas. The session should continue until each person sees several solutions on the list with which he or she is willing to work. Another approach is to prepare, in advance, several options, each acceptable to oneself and then ask the other person for preferences. Demonstrate how to initiate the brainstorming, again building on the original example:

   Let’s take turns coming up with ideas on how we can solve this. Would you like to start or do you want me to begin?

6. Reconvene partners and ask them to brainstorm solutions together for each conflict they face.

7. Following this, explain that the next step is to **evaluate the brainstormed solutions**. Suggest that each person in turn evaluate the list of solutions. Solutions that are unacceptable for any reason to either person ideally should be eliminated. Recommend these questions to evaluate potential solutions:

   - Would it really solve the problem?
   - What would be the costs to each party?
   - If the solution cannot be included now, can it be put on hold?

   Again have partners role play such an evaluation.
8. Following this, recommend the obvious next step, which is to *decide on the best solution*. Point out that typically one solution will appear to be much better than the rest, but urge them not to jump in relief to one solution without at least evaluating some of the others. Stress that the negotiation is not complete until each party takes the time to *plan how the solution will be implemented*. This last step involves thinking through together the questions of who will do what and when. Urge that a follow-up time be set to evaluate how well the solution is working.

**F. Putting It All Together (Role Play; Materials: Form G)**

1. Review the six steps of negotiation by referring to Form G.
2. Ask pairs to take difficult conflict situations they are facing in the real world and practice the entire process with their partners. Suggest that partners, when portraying the other party, act somewhat defensive during the role play to allow their partner some practice in winning cooperation and establishing a negotiating relationship.
3. Obtain reactions and questions.

**G. What to Do When Negotiation Fails or Never Gets Started (Intergroup Exchange)**

1. Point out that, in difficult situations, it is usually best not to try to change the total relationship nor to change the other person’s personality. Instead, suggest altering how you respond to that person in order to *unfreeze* the situation and allow for change to get started.
2. Divide participants into groups of three or four. Ask each participant individually to identify a conflict that he or she has with another person that leaves him or her feeling impotent and frustrated; that is, the conflict seems to be in control of the other person. Then ask participants to answer the following questions:

- What does the individual typically do?
- What is your usual response?

3. Seek a volunteer to share a conflict situation with the full group. Then ask the small groups to generate at least two or three radically different ways that the volunteer can alter how he or she responds to the situation. Give this example:

   A working wife resented that on Saturday, her only day for shopping, the husband would usually watch sports on TV and refuse to share the task of shopping. Viewing her husband as hopeless, the wife’s typical solution was to make sarcastic remarks (“You’re not a help; you’re just a couch potato!”) but to
continue to do the shopping. Asked to consider a new way to behave, the wife decided to store up a wide range of food, not especially to the husband’s liking, and, without hostility or malice, simply stop shopping. The husband soon got the message.

5. At the end of five minutes, ask the groups to share some of their most creative ideas.

■ IV. Closing Activities

■ A. Action Planning (Writing Task; Materials: Form H)

1. Distribute Form H.
2. Invite participants to choose two people in their lives with whom they would like to improve handling conflicts and to fill out the form as directed.
3. Have participants share their action plans with their partners.

■ B. Obstacle Assessment (Mental Imagery)

1. Ask participants to predict the circumstances of their first moments of faltering in conflict situations and reverting to old ways of handling them. Encourage the participants to visualize the scene in great detail.
2. Then guide the participants in developing positive images of coping with the situation.
3. Express confidence that participants will be able to keep in their minds’ eyes these positive images when the predicted negative scenarios actually unfold in the future.

PROGRAM RESOURCES

Books


**Videos**

*Conflict management* (Crisp Publications, Inc.)

*Conflicts, conflicts* (Barr Films)

*Coping with difficult people I and II* (American Media Incorporated)

*From “no” to “yes”: The constructive route to agreement* (Video Arts, Inc.)

*Working with difficult people* (CRM Films)

**Instruments**


**Software Packages**

*Art of negotiating* (Experience in Software, Inc., 2000 Hearst Avenue, Suite 202, Berkeley, CA 94709)

*Negotiator pro* (Beacon Expert Systems, Inc., 35 Gardner Road, Brookline, MA 02146)

**Lecturette s and Professional Development Papers**

The following are from the *Annual* series for HRD practitioners. J.W. Pfeiffer, J.E. Jones, & L.D. Goodstein (Eds.). San Diego, CA: Pfeiffer & Company.


Structured Experiences

The following are from the Annual series for HRD practitioners or A Handbook of Structured Experiences for Human Relations Training, Volumes I through X. J.W. Pfeiffer, J.E. Jones, & L.D. Goodstein (Eds.). San Diego, CA: Pfeiffer & Company.


Fourteen Methods for Dealing with Conflict

1. Be indirect; only hint at the problem bothering you.
2. Find something outside yourself on which to blame the situation.
3. Use sarcasm in talking about the situation with others.
4. Seek a specific scapegoat.
5. Make an active effort to smooth over the tension or to live with the situation, even if it may be negative.
6. Blow up; let off steam; let people know just exactly how you feel.
7. Hide your feelings at the moment and only reveal them later to friends or confidants in private.
8. Attempt to seek clarification and more information about the situation.
9. Sublimate your feelings; put your energy and attention into other unrelated activities or interests.
10. Spend time listening and gathering additional information by talking with those involved.
11. Back down under pressure rather than dealing with the conflict.
12. Make an active attempt to compromise.
13. Complain to others about the unfairness of the situation.
14. Make an effort to seek creative alternatives to the situation.

Conflict-Management Style Survey

Name ____________________________
Date ____________________________

Instructions: Choose a single frame of reference for answering all fifteen items (e.g., work-related conflicts, family conflicts, or social conflicts) and keep that frame of reference in mind when answering the items.

Allocate 10 points among the four alternative answers given for each of the fifteen items below.

Example: When the people I supervise become involved in a personal conflict, I usually:

Intervene to settle the dispute. Call a meeting to talk over the problem. Offer to help if I can. Ignore the problem.

3 6 1 0

Be certain that your answers add up to 10.

1. When someone I care about is actively hostile toward me, i.e., yelling, threatening, abusive, etc., I tend to:

Respond in a hostile manner. Try to persuade the person to give up his/her actively hostile behavior. Stay and listen as long as possible. Walk away.

2. When someone who is relatively unimportant to me is actively hostile toward me, i.e., yelling, threatening, abusive, etc., I tend to:

Respond in a hostile manner. Try to persuade the person to give up his/her actively hostile behavior. Stay and listen as long as possible. Walk away.

3. When I observe people in conflicts in which anger, threats, hostility, and strong opinions are present, I tend to:

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<th>Become involved and take a position.</th>
<th>Attempt to mediate.</th>
<th>Observe to see what happens.</th>
<th>Leave as quickly as possible.</th>
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</table>

4. When I perceive another person as meeting his/her needs at my expense, I am apt to:

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<th>Work to do anything I can to change that person.</th>
<th>Rely on persuasion and &quot;facts&quot; when attempting to have that person change.</th>
<th>Work hard at changing how I relate to that person.</th>
<th>Accept the situation as it is.</th>
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5. When involved in an interpersonal dispute, my general pattern is to:

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<th>Draw the other person into seeing the problem as I do.</th>
<th>Examine the issues between us as logically as possible.</th>
<th>Look hard for a workable compromise.</th>
<th>Let time take its course and let the problem work itself out.</th>
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6. The quality that I value the most in dealing with conflict would be:

|---------------------------------|--------------|-------------------|----------|

7. Following a serious altercation with someone I care for deeply, I:

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<th>Strongly desire to go back and settle things my way.</th>
<th>Want to go back and work it out—whatever give-and-take is necessary.</th>
<th>Worry about it a lot but not plan to initiate further contact.</th>
<th>Let it lie and not plan to initiate further contact.</th>
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8. When I see a serious conflict developing between two people *I care about*, I tend to:

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<th>Express my disappointment that this happened.</th>
<th>Attempt to persuade them to resolve their differences.</th>
<th>Watch to see what develops.</th>
<th>Leave the scene.</th>
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9. When I see a serious conflict developing between two people who are *relatively unimportant to me*, I tend to:

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<th>Express my disappointment that this had to happen.</th>
<th>Attempt to persuade them to resolve their differences.</th>
<th>Watch to see what develops.</th>
<th>Leave the scene.</th>
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10. The feedback that I receive from most people about how I behave when faced with conflict and opposition indicates that I:

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<th>Try hard to get my way.</th>
<th>Try to work out differences cooperatively.</th>
<th>Am easygoing and take a soft or conciliatory position.</th>
<th>Usually avoid the conflict.</th>
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11. When communicating with someone with whom I am having a serious conflict, I:

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<tr>
<th>Try to overpower the other person with my speech.</th>
<th>Talk a little bit more than I listen.</th>
<th>Am an active listener (feeding back words and feelings).</th>
<th>Am a passive listener (agreeing and apologizing).</th>
</tr>
</thead>
</table>

12. When involved in an unpleasant conflict, I:

<table>
<thead>
<tr>
<th>Use humor with the other party.</th>
<th>Make an occasional quip or joke about the situation or the relationship.</th>
<th>Relate humor only to myself.</th>
<th>Suppress all attempts at humor.</th>
</tr>
</thead>
</table>

*Twenty Active Training Programs*
13. When someone does something that irritates me (e.g., smokes in a nonsmoking area or crowds in line in front of me), my tendency in communicating with the offending person is to:

- Insist that the person look me in the eye.
- Look the person directly in the eye and maintain eye contact.
- Maintain intermittent eye contact.
- Avoid looking directly at the person.

14. When someone does something that irritates me (e.g., smokes in a nonsmoking area or crowds in line in front of me), my tendency in communicating with the offending person is to:

- Stand close and make physical contact.
- Use my hands and body to illustrate my points.
- Stand close to the person without touching him or her.
- Stand back and keep my hands to myself.

15. When someone does something that irritates me (e.g., smokes in a nonsmoking area or crowds in line in front of me), my tendency in communicating with the offending person is to:

- Use strong, direct language and tell the person to stop.
- Try to persuade the person to stop.
- Talk gently and tell the person what my feelings are.
- Say and do nothing.
Conflict-Management Style Survey Scoring and Interpretation Sheet

Instructions: When you have completed all fifteen items, add your scores vertically, resulting in four column totals. Put these on the blanks below.

Totals:

<table>
<thead>
<tr>
<th>Column 1</th>
<th>Column 2</th>
<th>Column 3</th>
<th>Column 4</th>
</tr>
</thead>
</table>

Using your total scores in each column, fill in the bar graph below.

<table>
<thead>
<tr>
<th>150</th>
<th>125</th>
<th>100</th>
<th>75</th>
<th>50</th>
<th>25</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Points

Column 1. Aggressive/Confrontive. High scores indicate a tendency toward “taking the bull by the horns” and a strong need to control situations and/or people. Those who use this style are often directive and judgmental.

Column 2. Assertive/Persuasive. High scores indicate a tendency to stand up for oneself without being pushy, a proactive approach to conflict, and a willingness to collaborate. People who use this style depend heavily on their verbal skills.

Column 3. Observant/Introspective. High scores indicate a tendency to observe others and examine oneself analytically in response to conflict situations as well as a need to adopt counseling and listening modes of behavior. Those who use this style are likely to be cooperative, even conciliatory.

Column 4. Avoiding/Reactive. High scores indicate a tendency toward passivity or withdrawal in conflict situations and a need to avoid confrontation. Those who use this style are usually accepting and patient, often suppressing their strong feelings.

Now total your scores for Columns 1 and 2 and Columns 3 and 4.

Column 1 + Column 2 = _______ A

Column 3 + Column 4 = _______ B

If Score A is significantly higher than Score B (25 points or more), it may indicate a tendency toward aggressive/assertive conflict management. A significantly higher B score signals a more conciliatory approach.
## NEGOTIATING TO WIN/WIN

### FORM C

**Discussion Styles**

<table>
<thead>
<tr>
<th></th>
<th>Person 1</th>
<th>Person 2</th>
<th>Person 3</th>
<th>Person 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Round 1</td>
<td>C</td>
<td>P</td>
<td>I</td>
<td>R</td>
</tr>
<tr>
<td>Round 2</td>
<td>P</td>
<td>I</td>
<td>R</td>
<td>C</td>
</tr>
<tr>
<td>Round 3</td>
<td>I</td>
<td>R</td>
<td>C</td>
<td>P</td>
</tr>
<tr>
<td>Round 4</td>
<td>R</td>
<td>C</td>
<td>P</td>
<td>I</td>
</tr>
</tbody>
</table>

**Key:**
- **C** = Confrontative (aggressive, judgmental)
- **P** = Persuasive (assertive, standing up for oneself)
- **I** = Introspective (analytical, somewhat conciliatory)
- **R** = Reactive (withdrawn, accepting)
NEGOTIATING TO WIN/WIN
FORM D

Instructions: Write the names of three people who are significant to you; then place a check mark under the style you use predominantly when interacting with each of these people.

<table>
<thead>
<tr>
<th>Name</th>
<th>Confrontative</th>
<th>Persuasive</th>
<th>Introspective</th>
<th>Reactive</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
NEGOTIATING TO WIN/WIN
FORM E

Anatomy of an Argument

Helpful and destructive arguments differ in each of their three major phases. Following are some of the typical differences:

FIRST PHASE: Picking the fight and stating its agenda.

Destructive: Every complaint by one party is matched by a countercharge by the other; neither gives the least indication that there may be some validity to the other’s views.

Helpful: Even as the two are beginning to disagree, one party at least partly acknowledges the other’s point of view, even by such subtle cues as carefully listening to a charge and nodding to show it might have some validity.

SECOND PHASE: The argument at its most heated.

Destructive: One party “mind reads” inaccurately, making claims about what the other thinks or feels and then attacks those fictitious thoughts or feelings.

Helpful: Even during the stormiest time, one party accurately “mind reads,” saying how the other is feeling about the issue.

THIRD PHASE: Negotiation or wind-down.

Destructive: Every proposed compromise is met by a counterproposal, with no accommodation on either side.

Helpful: The parties agree to a compromise or modify their views.

Source: Dr. John Gottman of the University of Washington.

Negotiating to Win/Win 61
NEGOTIATING TO WIN/WIN
FORM H

Conflict Resolution Action Plan

Here is what I plan to do to improve the way I handle conflict situations with
(supply a person’s name):

I will know I have succeeded when:

Someone who can help me do this is:

Here is what I plan to do to improve the way I handle conflict situations with
(supply another person’s name):

I will know I have succeeded when:

Someone who can help me do this is: