BMT 2660: CONFLICT MANAGEMENT (2021)

Charles Perry
Prince George's Community College

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BMT2660: Conflict Management

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Dr. Charles L. Perry, Prince George's Community College

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1.1: What Is Conflict?

Learning Objectives

- Define conflict

The word “conflict” tends to generate images of anger, fighting, and other ugly thoughts that leave people bruised and beaten. Conflict isn’t uncommon in the workplace, and it isn’t always good. But it isn’t always a bad thing, either. Let’s talk a little bit about what conflict is and how we think about it.

Conflict is a perception—meaning it only really exists if it’s acknowledged by the parties that are experiencing it. If Teresa and Heitor have a heated discussion about the path the company should take to win more customers, but they walk away from the disagreement unfazed and either don’t think about the issue again or think the issue is resolved, then no conflict exists. If Teresa and Heitor both walk away feeling that their ideas weren’t heard by the other, that the other is wrong, that the other needs to come around to a better point of view . . . then conflict exists.

Teresa’s and Heitor’s situation could be viewed as a competition rather than conflict. Some people use competition and conflict interchangeably; however, while the terms are similar, they aren’t exactly synonymous. Competition is a rivalry between two groups or two individuals over an outcome that they both seek. In a competition there is a winner and a loser. Teresa might want to attract more customers by a direct mail campaign and Heitor may be championing a television campaign. They may be competing for a finite amount of marketing budget, and if Heitor’s idea is rewarded, then he is the competition’s winner. Teresa is the loser. They may shake hands after the fact, shrug it off and go on to compete another day.

Conflict is when two people or groups disagree, and the disagreement causes friction. One party needs to feel that the other’s point of view will have a negative effect on the final outcome. Teresa may feel strongly about direct mail campaigns because she’s done several with great results. Heitor may feel television is the way to go because no one reads their mail anymore—it just gets thrown out! Each of them may feel that the other’s approach is a waste of the marketing budget and that the company will not benefit from it. Teresa will jump in and prevent Heitor from trying to further his goal for television advertising, and Heitor will do the same to Teresa.

Conflict can be destructive to a team and to an organization. Disadvantages can include:

- Teams lose focus on common goals
- Winning eclipses any other goals of the group
- Judgement gets distorted
- There is a lack of cooperation
- Losing members lack motivation to continue participation

But if managed well, conflict can be healthy and spark creativity as parties try to come to consensus. Some of the benefits of conflict include:

- High energy
- Task focus
- Cohesiveness within the group
- Discussion of issues

There has been plenty of conflict over how conflict is viewed in the workplace over the years. Just like our concept of teams, our concepts of managing people and how they're motivated, our concepts of stress in the workplace have changed as we've learned.

Traditional View

Early in our pursuit of management study, conflict was thought to be a dysfunctional outcome, a result of poor communication and lack of trust between co-workers. Conflict was associated with words like violence and destruction, and people were encouraged to avoid it at all costs.

This was the case all the way up until the 1940s, and, if you think about it, it goes right along with what we thought we knew about what motivated people, how they worked together and the structure and supervision we thought we needed to provide to ensure productivity. Because we viewed all conflict as bad, we looked to eradicate it, usually by addressing it with the person causing it. Once addressed, group and organization would become more productive again.

Many of us still take the traditional view—conflict is bad and we need to get rid of it – even though evidence today tells us that's not the case.

The Human Relations View

Since the late 1940s, our studies of organizational behavior have indicated that conflict isn't so thoroughly bad. We came to view it as a natural occurrence in groups, teams and organizations. The Human Relations view suggested that, because conflict was inevitable, we should learn to embrace it.

But they were just starting to realize, with this point of view, that conflict might benefit a group's performance. These views of dominated conflict theory from the late 1940s through the mid-1970s.

The Interactionist View

In the Interactionist View of conflict, we went from accepting that conflict would exist and dealing with it to an understanding that a work group that was completely harmonious and cooperative was prone to becoming static and non-responsive to needs for change and innovation. So this view encouraged managers to maintain a minimal level of conflict, a level that was enough to keep the group creative and moving forward.

The Interactionist View is still viable today, so it's the view we're going to take from here on as we discuss conflict. We know that all conflict is both good and bad, appropriate and inappropriate, and how we rate conflict is going to depend on the type of conflict. We'll discuss types of conflict next.

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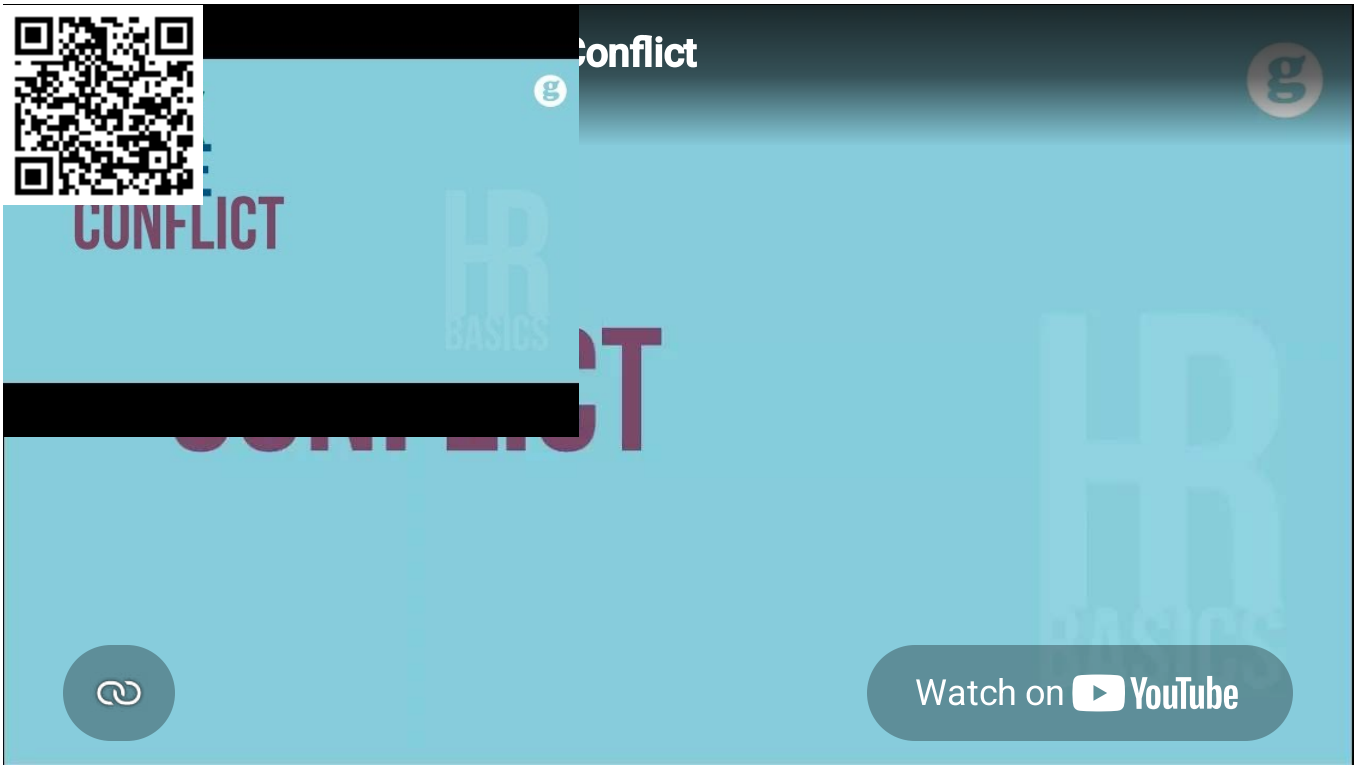
1.2: Conflict Resolution at Work

Learning Objectives

- Describe workplace conflict resolution strategies

While you may not be able to avoid conflict, there are certain strategies you can use to navigate through it with ease. Before we dive into conflict resolution techniques, check out the video below to review sources of conflict and learn about the Thomas-Kilmann conflict mode Instrument (better known as the TKI Model).

A link to an interactive elements can be found at the bottom of this page.



You can also download a transcript for the video "HR Basics: Workplace Conflict."

The TKI Model (repeated in Figure 1.2.1) is a great tool because it helps to promote one-on-one and group conversations around conflict and conflict resolution. It aids organizations in understanding how conflict resolution impacts both interpersonal dynamics as well as team dynamics. Understanding how conflict resolution impacts both the individual and the group will help people determine the best resolution strategy for the betterment of the team.

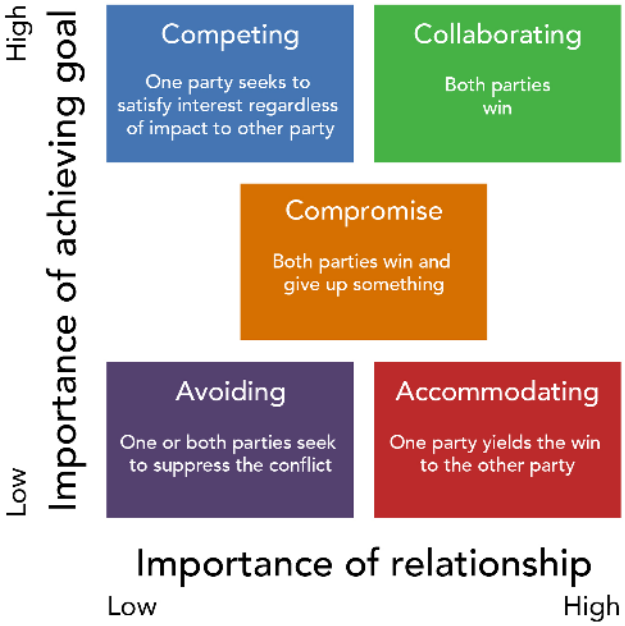


Figure 1.2.1: The TKI Model of Conflict Resolution. Alternative text for the TKI Model of Conflict Resolution can be found here.

iduals alike can use to navigate through conflict resolution. Check out the strategies below to learn more!

Find the Cause of the Conflict

When dealing with conflict, it is more important to understand the root of the problem than to focus on who is in the right. Instead of looking for a person to blame for the conflict, focus on the central cause of the disagreement. Addressing the root cause of the issue will not only help fix the current conflict but can also help to prevent future problems.

It is important to focus on the behavior, not the individual's personality. Blaming a person's personality can create additional conflict. Focusing on behaviors and actions is a more constructive way to approach a conflict and is something an individual is capable of changing. It is not realistic or helpful to focus on personality traits and emotions that cannot be changed.

Take a Step Back

Conflict is oftentimes accompanied by emotions. This is a normal reaction in many situations, however, it can create additional conflict when people let their emotions take control. Before addressing the conflict, take a moment to address any emotional reactions you are experiencing. Addressing your emotions in private before addressing the conflict with others is an effective way to approach the issue from a more objective standpoint. It also allows you time to address any anger or frustration before meeting with your coworkers or supervisors, which will help you to maintain a professional demeanor.

Focus on Effective Communication

The way in which you communicate through a conflict will greatly influence the outcome. Communicating face-to-face is important to ensure clear communication. Trying to address conflict via email, or even through a phone conversation, leaves room for misinterpretation. Tone and inflection are extremely hard to decipher through text, and can be misconstrued as rude or snarky. Meeting face-to-face allows everyone involved in the conflict to clearly communicate their viewpoints and frustrations.

It may also be a good idea to get the opinion of a third party before addressing the issue (with the exception of conflict with sensitive or personal information that should not be shared). This will provide fresh perspective and help you see the conflict from a different angle.

Take Ownership

Realistically, an individual will not be in the right in every conflict. Taking ownership for misunderstandings and shortcomings and using conflict resolution as an opportunity to learn from mistakes is an important tool. Being able to acknowledge how an individual could have handled things differently is important to strengthening relationships and personal growth.

Finally, it is important to take active steps to learn from the conflict. Determine what could have been done differently to avoid the conflict and find teachable moments that can be used to avoid future conflicts.

? PRactice Question

https://assessments.lumenlearning.co...essments/18196

Sources

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1.3: Introduction to Conflict Within Teams

What you'll learn to do: describe common types and causes of conflict that arise within teams

Conflict has both positive and negative connotations in businesses. A moderate amount of controlled conflict can stimulate innovation and creativity. But too often, conflict is allowed to escalate because managers and team members don't understand conflict-resolution techniques. Unresolved negative conflict can shut down even the highest-performing teams.

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1.4: Conflict Within Teams

Learning Objectives

- Describe common types and causes of conflict that arise within teams.
- Describe common causes of conflict that arise within teams.
- Explain how conflict can be beneficial to teamwork.
- Describe common approaches to conflict resolution.

Common Types of Team Conflict

Conflict is a common occurrence on teams. Conflict itself can be defined as antagonistic interactions in which one party tries to block the actions or decisions of another party. Bringing conflicts out into the open where they can be resolved is an important part of the team leader's or manager's job.

There are two basic types of team conflict: substantive (sometimes called task) and emotional (or relationship).

-

  Substantive conflicts arise over things such as goals, tasks, and the allocation of resources. When deciding how to track a project, for example, a software engineer may want to use a certain software program for its user interface and customization capabilities. The project manager may want to use a different program because it produces more detailed reports. Conflict will arise if neither party is willing to give way or compromise on his position.
- **Emotional conflicts** arise from things such as jealousy, insecurity, annoyance, envy, or personality conflicts. It is emotional conflict when two people always seem to find themselves holding opposing viewpoints and have a hard time hiding their personal animosity. Different working styles are also a common cause of emotional conflicts. Julia needs peace and quiet to concentrate, but her office mate swears that playing music stimulates his creativity. Both end up being frustrated if they can't reach a workable resolution.

PRactice Question

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Conflict Can Be Beneficial

Not all conflict is negative. Just as some forms of stress can be beneficial, so can some types of conflict. **Eustress** is a positive reaction to stress that generates a desire to achieve and overcome challenges. For instance, some people find that they produce their best work when a deadline is looming and the pressure to produce gets the adrenaline flowing. Team conflicts can also produce positive results when the conflict centers on substantive issues. Conflict can spark new ideas and generate creativity.

On the other hand, when people feel they cannot disagree or offer different opinions, new ideas cannot emerge. **Groupthink** is the mindset that develops when people put too much value on team consensus and harmony. It is common when individuals are afraid to go against what most group members—especially dominant members—think. Some degree of conflict helps teams avoid groupthink and forces the group to make choices based on rational decision making.

If there is too much cooperation, the best ideas may never get shared and team effectiveness is sacrificed for the sake of efficiency. For the same reasons that diversity bestows benefits on a workforce, a mix of ideas and opinions improves team performance and decision making. If there is too much conflict, however, then nothing can get done. Employees on the team become less satisfied and motivated and may turn to social loafing or may even work against other members out of sheer frustration.

Practice Question

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Common Causes of Conflict

Some common causes of negative conflict in teams are identified as follows:

- Conflict often arises when team members focus on **personal (emotional) issues** rather than work (substantive) issues. Enrico is attending night school to get his degree, but he comes to work late and spends time doing research instead of focusing on the job. The other team members have to pick up his slack. They can confront Enrico and demand his full participation, they can ignore him while tensions continue to grow, or they can complain to the manager. All the options will lower team performance.
- **Competition over resources**, such as information, money, supplies or access to technology, can also cause conflict. Maria is supposed to have use of the laboratory in the afternoons, but Jason regularly overstays his allotted time, and Maria's work suffers. Maria might try to "get even" by denying Jason something he needs, such as information, or by complaining to other team members.
- **Communication breakdowns** cause conflict—and misunderstandings are exacerbated in virtual teams and teams with cross-cultural members. The project manager should be precise in his expectations from all team members and be easily accessible. When members work independently, it is critical that they understand how their contributions affect the big picture in order to stay motivated. Carl couldn't understand why Latisha was angry with him when he was late with his reports—he didn't report to her. He didn't realize that she needed his data to complete her assignments. She eventually quit, and the team lost a good worker.
- Team morale can be low because of **external work conditions** such as rumors of downsizing or fears that the competition is beating them to market. A manager needs to understand what external conditions are influencing team performance.

Common Approaches to Conflict Resolution

There are five common approaches, or styles, to handling negative conflict. Each of the approaches combines some degree of cooperation and assertiveness. Each of them is more likely to be effective in certain cases and not in others. A manager has the responsibility to make sure that the conflict resolution process—whichever approach is followed—is executed impartially and with respect for all the parties involved. Finally, experts agree that it is better to address conflict sooner rather than later to prevent escalation that would affect team performance. The five approaches are described in the following text. An easy way to remember these approaches are as "no way, my way, halfway, your way, and our way."

Avoiding (no way)

Rarely, but occasionally, the best approach to conflict is to ignore it. When the reason for the conflict is trivial (as when someone was inadvertently left off an e-mail) or when waiting for more information would help resolve the conflict, the avoidance approach is appropriate. The manager may also want to avoid the conflict if she wants team members to handle it informally, on their own—and if the conflict does not significantly interfere with team performance. A manager may also decide to avoid an issue if there could be no possible resolution to addressing the conflict (a "lose-lose" situation). Consider the case of a well-liked foreman in the inventory department of a major retailing firm with fewer than three months until his retirement. He had been leaving early and generally not meeting his responsibilities. His direct reports made excuses and covered for him. The manager felt conflicted because the foreman was setting a bad example, but she decided that team morale would suffer if the foreman were disciplined. It was a "no-win" scenario.

Dominating (my way)

The dominating style ("my way or the highway") may actually be an appropriate response in emergency situations or when quick, decisive action is needed. It may also be the only effective approach for unpopular decisions or when individual team members are personally affected. Again, imagine that a popular and senior team member has been making disparaging and offensive remarks about another individual on the team. The target is not the type to complain, but you have heard that he is unhappy and thinking about leaving the team. You may be tempted to get them together to hash out the problems, but a better approach might be to tell the senior team member that his behavior is affecting team performance, that you are relying on him to behave more professionally, and that you will be monitoring the situation.

Compromising (halfway)

Compromising can be an effective approach

- when the arguments on both sides are equally rationale.
- when the participants are fairly equal in status.
- when both sides are willing to give something up.
- when time or expediency is a factor.

The example at the beginning of this section referred to a software engineer who favored a certain software program to track a project for its user interface and customization capabilities. The project manager wanted to use a different program because it produced more detailed reports. As a compromise, the software engineer agreed to customize the software to produce two key reports, and the project manager agreed to support the engineer's choice of program.

Accommodating (your way)

Accommodating a team member may be an effective strategy for resolving conflict when you agree that the team member is, in fact, right. It can also be a good approach if you don't feel strongly about the result, if you want to gain goodwill from the team member, or if it is more important at that particular time to keep the whole team functioning and cooperating.

Collaborating (our way)

The collaborative approach is also known as the win-win approach. It is mostly used in high-stakes conflicts when getting a resolution is too important for the issues not to be carefully examined. It requires a great deal of skill to use the collaborative approach successfully. Negotiation and mediation are types of collaboration, usually in formal situations such as labor negotiations or creating employment contracts for senior level management. Negotiation and mediation are most effective when both parties have something to gain and something to lose, and when there is great amount of interdependence.

Compromise vs Collaboration

Since this is a common point of confusion, let's clarify the difference between compromise and collaboration. Although both modes result in the parties getting their needs met, the process and result are distinctly different. As mediation consultant Dr. Ralph Kilmann explains "The key distinction concerns whose needs get met, and to what extent, as a result of using a particular conflict mode. Compromising means that each person gets partially satisfied but not completely satisfied." For example, compromise might be a 50/50 split or a 75/25 split or some other combination. The key point is that both people get less than 100% of their needs met. The totals add up to 100, but it's a zero sum game, where one person's gain is the other person's loss.

However, based on the Thomas-Kilmann Conflict Model Instrument (TKI Conflict Model), collaboration can result in both parties getting 100% of their needs met. Briefly, collaboration involves making conflict more complex specifically to expand the size of (rather than simply divvy up) the pie. Kilmann notes that to be effective, collaboration requires trust, empathy, effective listening skills, and synergy. Success in using this mode can result in development of "a creative solution that uniquely satisfies everyone's needs—a 100/100 resolution instead of a 50/50 split."

? ? Practice Question

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1.5: Thinking About Conflict

When you hear the word “conflict,” do you have a positive or negative reaction? Are you someone who thinks conflict should be avoided at all costs? While conflict may be uncomfortable and challenging it doesn’t have to be negative. Think about the social and political changes that came about from the conflict of the civil rights movement during the 1960’s. There is no doubt that this conflict was painful and even deadly for some civil rights activists, but the conflict resulted in the elimination of many discriminatory practices and helped create a more egalitarian social system in the United States. Let’s look at two distinct orientations to conflict, as well as options for how to respond to conflict in our interpersonal relationships.

Conflict as Destructive

When we shy away from conflict in our interpersonal relationships we may do so because we conceptualize it as destructive to our relationships. As with many of our beliefs and attitudes, they are not always well-grounded and lead to destructive behaviors. Augsburger outlined four assumptions of viewing conflict as destructive.

1. Conflict is a destructive disturbance of the peace.
2. The social system should not be adjusted to meet the needs of members; rather, members should adapt to the established values.
3. Confrontations are destructive and ineffective.
4. Disputants should be punished.

When we view conflict this way, we believe that it is a threat to the established order of the relationship. Think about sports as an analogy of how we view conflict as destructive. In the U.S. we like sports that have winners and losers. Sports and games where a tie is an option often seem confusing to us. How can neither team win or lose? When we apply this to our relationships, it’s understandable why we would be resistant to engaging in conflict. I don’t want to lose, and I don’t want to see my relational partner lose. So, an option is to avoid conflict so that neither person has to face that result.

Conflict as Productive

In contrast to seeing conflict as destructive, also possible, even healthy, is to view conflict as a productive natural outgrowth and component of human relationships. Augsburger described four assumptions of viewing conflict as productive.

1. Conflict is a normal, useful process.
2. All issues are subject to change through negotiation.
3. Direct confrontation and conciliation are valued.
4. Conflict is a necessary renegotiation of an implied contract—a redistribution of opportunity, release of tensions, and renewal of relationships.

From this perspective, conflict provides an opportunity for strengthening relationships, not harming them. Conflict is a chance for relational partners to find ways to meet the needs of one another, even when these needs conflict. Think back to our discussion of dialectical tensions. While you may not explicitly argue with your relational partners about these tensions, the fact that you are negotiating them points to your ability to use conflict in productive ways for the relationship as a whole, and the needs of the individuals in the relationship.

Types of Conflict

Understanding the different ways of valuing conflict is a first step toward engaging in productive conflict interactions. Likewise, knowing the various types of conflict that occur in interpersonal relationships also helps us to identify appropriate strategies for

managing certain types of conflict. Cole states that there are five types of conflict in interpersonal relationships: Affective, Conflict of Interest, Value, Cognitive, and Goal.

- **Affective conflict**. Affective conflict arises when we have *incompatible feelings with another person*. For example, if a couple has been dating for a while, one of the partners may want to marry as a sign of love while the other decides they want to see other people. What do they do? The differences in feelings for one another are the source of affective conflict.
- **Conflict of Interest**. This type of conflict arises when people *disagree about a plan of action or what to do in a given circumstance*. For example, Julie, a Christian Scientist, does not believe in seeking medical intervention, but believes that prayer can cure illness. Jeff, a Catholic, does believe in seeking conventional medical attention as treatment for illness. What happens when Julie and Jeff decide to have children? Do they honor Jeff's beliefs and take the kids to the doctor when they are ill, or respect and practice Julie's religion? This is a conflict of interest.
- **Value Conflict**. A *difference in ideologies or values between relational partners* is called value conflict. In the example of Julie and Jeff, a conflict of interest about what to do concerning their children's medical needs results from differing religious values. Many people engage in conflict about religion and politics. Remember the old saying, "Never talk about religion and politics with your family."
- **Cognitive Conflict**. Cognitive conflict is *the difference in thought process, interpretation of events, and perceptions*. Marsha and Victoria, a long-term couple, are both invited to a party. Victoria declines because she has a big presentation at work the next morning and wants to be well rested. At the party, their mutual friends Michael and Lisa notice Marsha spending the entire evening with Karen. Lisa suspects Marsha may be flirting and cheating on Victoria, but Michael disagrees and says Marsha and Karen are just close friends catching up. Michael and Lisa are observing the same interaction but have a disagreement about what it means. This is an example of cognitive conflict.
- **Goal Conflict**. Goal conflict occurs when people *disagree about a final outcome*. Jesse and Maria are getting ready to buy their first house. Maria wants something that has long-term investment potential while Jesse wants a house to suit their needs for a few years and then plans to move into a larger house. Maria has long-term goals for the house purchase and Jesse is thinking in more immediate terms. These two have two different goals in regards to purchasing a home.

Strategies for Managing Conflict

When we ask our students what they want to do when they experience conflict, most of the time they say "resolve it." While this is understandable, also important to understand is that conflict is ongoing in all relationships, and our approach to conflict should be to "manage it" instead of always trying to "resolve it."

One way to understand options for managing conflict is by knowing five major strategies for managing conflict in relationships. While most of us probably favor one strategy over another, we all have multiple options for managing conflict in our relationships. Having a variety of options available gives us flexibility in our interactions with others. Five strategies for managing interpersonal conflict include dominating, integrating, compromising, obliging, and avoiding (Rahim; Rahim & Magner; Thomas & Kilmann). One way to think about these strategies, and your decision to select one over another, is to think about whose needs will be met in the conflict situation. You can conceptualize this idea according to the degree of concern for the self and the degree of concern for others.

When people select the **dominating strategy**, or win-lose approach, they exhibit *high concern for the self and low concern for the other person*. The goal here is to win the conflict. This approach is often characterized by loud, forceful, and interrupting communication. Again, this is analogous to sports. Too often, we avoid conflict because we believe the only other alternative is to try to dominate the other person. In relationships where we care about others, it's no wonder this strategy can seem unappealing.

The **obliging style** shows a *moderate degree of concern for self and others, and a high degree of concern for the relationship itself*. In this approach, the individuals are less important than the relationship as a whole. Here, a person may minimize the differences or a specific issue in order to emphasize the commonalities. The comment, “The fact that we disagree about politics isn’t a big deal since we share the same ethical and moral beliefs,” exemplifies an obliging style.

The **compromising style** is evident when *both parties are willing to give up something in order to gain something else*. When environmental activist, Julia Butterfly Hill agreed to end her two-year long tree sit in Luna as a protest against the logging practices of Pacific Lumber Company (PALCO), and pay them $50,000 in exchange for their promise to protect Luna and not cut within a 20-foot buffer zone, she and PALCO reached a compromise. If one of the parties feels the compromise is unequal they may be less likely to stick to it long term. When conflict is unavoidable, many times people will opt for compromise. One of the problems with compromise is that neither party fully gets their needs met. If you want Mexican food and your friend wants pizza, you might agree to compromise and go someplace that serves Mexican pizza. While this may seem like a good idea, you may have really been craving a burrito and your friend may have really been craving a pepperoni pizza. In this case, while the compromise brought together two food genres, neither person got their desire met.

When one **avoids** a conflict they may suppress feelings of frustration or walk away from a situation. While this is often regarded as expressing a *low concern for self and others* because problems are not dealt with, the opposite may be true in some contexts. Take, for example, a heated argument between Ginny and Pat. Pat is about to make a hurtful remark out of frustration. Instead, she decides that she needs to avoid this argument right now until she and Ginny can come back and discuss things in a more calm fashion. In this case, temporarily avoiding the conflict can be beneficial. However, conflict avoidance over the long term generally has negative consequences for a relationship because neither person is willing to participate in the conflict management process.

Finally, **integrating** demonstrates a *high level of concern for both self and others*. Using this strategy, individuals agree to share information, feelings, and creativity to try to reach a mutually acceptable solution that meets both of their needs. In our food example above, one strategy would be for both people to get the food they want, then take it on a picnic in the park. This way, both people are getting their needs met fully, and in a way that extends beyond original notions of win-lose approaches for managing the conflict. The downside to this strategy is that it is very time consuming and requires high levels of trust.

Contributions and Affiliations

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1.6: Conflict Styles

Learning Objectives

1. List and describe a range of styles which people may use in cases of conflict
2. Distinguish between concern for self and concern for others as elements of conflict styles
3. Assess the nature and value of assertion as an ingredient in conflict

"Excellent question, Timmy! ... The answer is yes. If a fight breaks out among parents, play is halted until the police arrive."

The hard and strong will fall. The soft and weak will overcome.

Lao-tzu

If you're a member of a group, you most likely want to minimize futile conflict—conflict that is unlikely to be resolved no matter what you do to address it. You also probably prefer to avoid conflicts that might weaken your group, or those whose nature or outcome is irrelevant to your goals. Once you and the other members of a group recognize that you are involved in a significant conflict whose resolution may make it more likely that you can achieve your goals, you may engage in the conflict via several styles. In this section, we'll consider "menus" of styles proposed by three groups of communication authorities.

Three Style "Menus"

All three style "menus" include a range of approaches, as represented in Table 10.1. The styles described by Linda Putnam and Charmaine Wilson, Putnam, L.L., & Wilson, C.E. (1982). Communicative strategies in organizational conflicts: Reliability and validity of a measurement scale, in M. Burgoon (Ed.), *Communication yearbook 6* (pp. 629–652). Beverly Hills, CA: Sage. range from nonconfrontational to controlling and cooperative. According to Putnam and Wilson, if you adopt a nonconfrontational style, you refrain from expressing your thoughts and opinions during a conflict. This may be because you're shy or feel intimidated by the group environment or the behavior of some of its members. It may also be because you don't know how to express viewpoints constructively under the time constraints of a conflict situation or lack information about the topic of the conflict. If you adopt a controlling style, by contrast, you'll try to monopolize discussion during a conflict and make a serious effort to force others in the group to either agree with you or at least accept your proposals for how the group should act. The cooperative style of conflict, finally, involves active participation in the group's conflicts in a spirit of give and take, with the group's superordinate goals in mind.

Rahim, Antonioni, and Psenicka, Rahim, M.A., Antonioni, D., & Psenicka, C. (2001). A structural equations model of leader power, subordinates' styles of handling conflict, and job performance. *International Journal of Conflict Management*, *12*(3), 191–211. enlarged upon Putnam and Wilson's three-style "menu" by adding two further options. They framed their conceptualization in terms of potential combinations of two dimensions, concern for self and concern for others. Here are the options resulting from the combinations:

High concern for self and others (integrating style): Openness; willingness to exchange information and resolve conflict in a manner acceptable to all parties.

Low concern for self and high concern for others (obliging style): A tendency to minimize points of difference among parties to a conflict and to try to satisfy other people's needs.

High concern for self and low concern for others (dominating style): A win-lose orientation and a drive to compel others to accept one's position.

Low concern for self and low concern for others (avoiding style): Sidestepping areas of conflict, passing the buck to others, or withdrawing entirely from the conflict situation.

Intermediate concern for self and for others (compromising style): Mutual sacrifice for the sake of achieving an outcome that all members of the group can accept.

Table 1.6.1 Individual Styles of Conflict in Groups

Putnam & Wilson	Rahim, Antonioni, & Psenicka	Adler & Rodman
Nonconfrontational	Integrating	Nonassertive
	Obliging	Directly Aggressive
Controlling	Dominating	Passive Aggressive
	Avoiding	Indirectly Communicating
Cooperative	Compromising	Assertive

Adler and Rodman, Adler, R.B., & Rodman, G. (2009). *Understanding human communication* (10th ed.). New York: Oxford University Press. emphasized communication elements in their listing of five conflict styles. First of all, they designated nonassertion as a style of conflict in which the group member is unable or unwilling to express him- or herself. According to these theorists, this conflict style is widely used in intimate relationships such as marriages, in which the partners may disagree with each other frequently yet decide not to provoke or prolong conflicts by voicing their differences. People in groups can display a nonassertive style by either ignoring areas of conflict, trying to change the subject when a conflict appears to be arising, physically removing themselves from a place where a conflict is taking place, or simply giving in to someone else's desires during a conflict.

Direct aggression is the second conflict style identified by Adler and Rodman. A group member who attacks someone else willfully —by saying "That's ridiculous" or "That's a crazy idea" or something else that attempts to demean the person—is engaging in direct aggression. Direct aggression need not be verbal; gestures, facial expressions, and posture can all be used to convey aggressive meaning.

"Excellent question, Timmy! ... The answer is yes. If a fight breaks out among parents, play is halted until the police arrive."

Source: www.flickr.com/photos/o5com/4926088644/

Passive aggression, referred to as "crazymaking" by George Bach, Bach, G.R., & Goldberg, H. (1974). *Creative aggression.* Garden City, NY: Doubleday., is a subtle conflict style in which a person expresses hostility or resistance to others through stubbornness, resentment, procrastination, jokes with ambiguous meanings, petty annoyances, or persistent failure to fully meet expectations or responsibilities. Someone who displays this style of conflict may disavow any negative intent if confronted or questioned about his or her behavior.

Indirect communication is a style that avoids the unmistakable force of the aggressive style and which instead implies concern for the person or persons it is directed toward. Kellermann, K., & Shea, B.C. Threats, suggestions, hints, and promises: Gaining compliance efficiently and politely. *Communication quarterly, 44*, 145–165. Rather than bluntly saying, "I'd like you to get out of my office now" when a discussion is bogging down, for instance, you might yawn discreetly or comment on how much work you

have to do on a big project. Indirect communication may comprise hints, suggestions, or other polite means of seeking someone else's compliance with one's desires. Sometimes it can be used to send "trial balloons" to group members—proposals that are tentative and provisional and don't have a great deal of ego investment behind them.

Assertion is the final style of communication identified by Adler and Rodman, and it is also the one that we recommend in most cases. Group members who operate according to this style express their feelings and thoughts clearly but neither coerce nor judge others while doing so. If you choose to use what Adler and Towne, Adler, R.B., & Towne, N. (2002). *Looking out/looking in* (10th ed.). Fort Worth, TX: Harcourt Brace College Publishers. called a "clear message format," you can practice assertion by following five steps in a conflict situation.

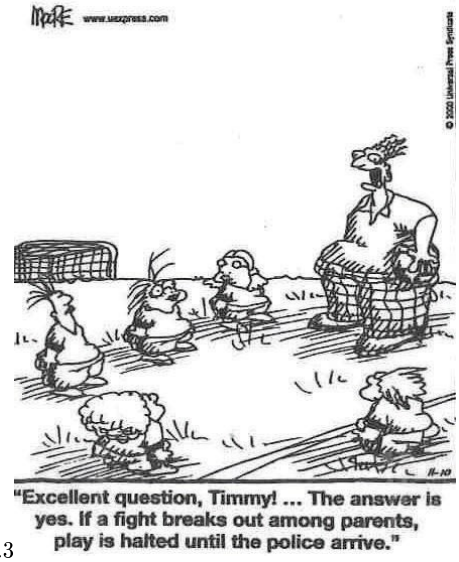

Figure 1.6.3

The first step is to offer an objective description of behavior being exhibited by those with whom you are in conflict. Don't interpret or assess the behavior; just describe it. For example, you might say, "Lee, you just rolled your eyes at me."

The second step is to present your interpretation of the behavior, but without stating the interpretation as fact. For instance, "Lee, I get the impression that you may have dismissed my proposal, because you rolled your eyes at me."

The third step is to express your feelings about the behavior you've described and interpreted. For example, "When you roll your eyes like that, I get the impression that you've dismissed my proposal, and I feel resentful."

The next step is to identify the consequences of the behavior, your interpretation, and your feelings. For instance, "Lee, I see that you rolled your eyes at me when I made my proposal. I get the impression that you've dismissed it, and I'm resentful. I don't feel like discussing the matter any further now."

The final step is to state your intentions, based on the four preceding ingredients of the situation. For example, "Lee, you rolled your eyes at me when I made my proposal. I get the impression that you've dismissed it, and I'm resentful. I don't feel like discussing the matter any further now, and if I see you act this way again I'll probably just leave the room until I calm down."

We admit that following a list of communication behaviors like one this can feel unfamiliar and perhaps overly complex. Fortunately, being responsibly assertive can sometimes be a very simple matter which immediately yields positive results. In fact, following just one or two steps from the five outlined here may be sufficient to prevent, defuse, or resolve a conflict.

A friend of ours named Gus told us about a time when he was part of an enthusiastic crowd watching a football game at Washington State University. A few rows below him in the stadium sat an elderly woman, and directly in front of her was a man many inches taller and substantially heavier than she was.

The first time the WSU team made a good play, the man leapt to his feet and screamed wildly, blocking the woman's view of the field. As the widespread cheering subsided, but with the man still standing in front of her, the woman calmly but forcefully said, "Sorry sir, but I can't see."

"Excellent question, Timmy! ... The answer is yes. If a fight breaks out among parents, play is halted until the police arrive."

The man grunted roughly in response and kept standing until the rest of the crowd quieted. The next couple of times that WSU managed an impressive play—and this was one of those rare contests in which they did so on several occasions—the man jumped up again, preventing the woman from seeing the action over and over again.

Every time this happened, the woman spoke up, saying "Sir, I really can't see" or "You're blocking my view." According to Gus, the effect of the woman's assertive statements was like a series of weights being placed on the man's shoulders. Eventually, he succumbed to the cumulative weight of her statements—the power of her assertions—and moved to an empty nearby seat.

Of course, not everyone who behaves in ways that we find objectionable will respond as positively as the oafish gentleman did to the elderly woman. Some people in the heat of a disagreement may resist even the mildest and least judgmental statements of assertion. How to deal with people who resist even responsibly assertive communication, along with other strategies to manage conflict in general, will be the subjects of our next section.

Key Takeaway

- Theorists have identified a range of conflict styles available to members of groups, including a five-step assertion approach which may offer the greatest general applicability and prospects for effectiveness because it avoids coercing or judging others.

Exercise 1.6.1

1. Consider the adage "Discretion is the better part of valor." To what degree do you feel it corresponds to what Putnam and Wilson called a "nonconfrontational" style of conflict?
2. Think about a time when you experienced a conflict in a group that was eventually resolved. What style(s), from among those described in this section, did the parties to the conflict exhibit? Do you feel the people chose the best style for the circumstances? Why or why not?
3. What specific statements or questions would you use to attempt to communicate with someone who habitually employs passive aggression in conflicts? Provide examples of your past experiences with such behavior, if you have them.
4. Take another look at the cartoon in which the woman says "The remark you've just made has hurt me and I'm feeling anger toward you." Does it seem funny to you? If so, what elements of the cartoon and its text amuse you? How would you change the drawing or the words to portray a healthful interaction between people based on responsible assertion?

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CHAPTER OVERVIEW

2: Examine how conflict impacts organizational outcomes

2.1: Understanding Conflict
2.2: Introduction to Conflict Management
2.3: Sources of Conflict in an Organization
2.4: Conflict in the Work Environment
2.5: Dealing with Conflict- Different Approaches
2.6: Managing Intercultural Conflict

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2.1: Understanding Conflict

Learning Outcomes

- Differentiate between the terms conflict, disagreement, and argument.
- Explain two perspectives about the existence of conflict.
- Define and explain the term "interpersonal conflict."

For our purposes, it is necessary to differentiate a conflict from a disagreement.[1] A **disagreement** is a difference of opinion and often occurs during an **argument**, or a verbal exchange between two or more people who have differing opinions on a given subject or subjects. It's important to realize that arguments are not conflicts, but if they become verbally aggressive, they can quickly turn into conflicts. One factor that ultimately can help determine if an argument will escalate into a conflict is an individual's tolerance for disagreement. James McCroskey, along with his colleagues, initially defined **tolerance for disagreement** as whether an individual can openly discuss differing opinions without feeling personally attacked or confronted.[2,3] People that have a high tolerance for disagreement can easily discuss opinions with pretty much anyone and realize that arguing is perfectly normal and, for some, even entertaining. People that have a low tolerance for disagreement feel personally attacked any time someone is perceived as devaluing their opinion. From an interpersonal perspective, understanding someone's tolerance for disagreement can help in deciding if arguments will be perceived as the other as attacks that could lead to verbally aggressive conflicts. However, not all conflict is necessarily verbally aggressive nor destructive.

The term "conflict" is actually very difficult to pin down. We could have an entire chapter where we just examined various definitions of the term. Simplistically, **conflict** is an interactive process occurring when conscious beings (individuals or groups) have opposing or incompatible actions, beliefs, goals, ideas, motives, needs, objectives, obligations resources and/or values. First, conflict is interactive and inherently communicative. Second, two or more people or even groups of people who can think must be involved. Lastly, there are a whole range of different areas where people can have opposing or incompatible opinions. For this generic definition, we provided a laundry list of different types of incompatibility that can exist between two or more individuals or groups. Is this list completely exhaustive? No. But we provided this list as a way of thinking about the more common types of issues that are raised when people engage in conflict. From this perspective, everything from a minor disagreement to a knock-down, drag-out fight would classify as a conflict

The rest of this section is going to explore the nature of conflict and its importance in communication. To do this, we'll discuss two different perspectives on conflict (disruption vs. normalcy). Then we'll explore interpersonal conflict more closely. Lastly, we'll discuss the positive and negative functions of conflict.

Two Perspectives on Conflict

As with most areas of interpersonal communication, no single perspective exists in the field related to interpersonal conflict. There are generally two very different perspectives that one can take. Herbert W. Simmons was one of the first to realize that there were two very different perspectives on conflict.[4] On the one hand, you had scholars who see conflict as a disruption in a normal working system, which should be avoided. On the other hand, some scholars view conflict as a normal part of human relationships. Let's look at each of these in this section.

Disruptions in Normal Workings of a System

The first major perspective of conflict was proposed by James C. McCroskey and Lawrence R. Wheeless.[5] McCroskey and Wheeless described conflict as a negative phenomenon in interpersonal relationships:

> Conflict between people can be viewed as the opposite or antithesis of affinity. In this sense, interpersonal conflict is the breaking down of attraction and the development of repulsion, the dissolution of perceived homophily (similarity) and the increased perception of incompatible differences, the loss of perceptions of credibility and the development of disrespect. [6]

From this perspective, conflict is something inherently destructive. McCroskey and Virginia P. Richmond went further and argued that conflict is characterized by antagonism, distrust, hostility, and suspicion.[7]

This more negative view of conflict differentiates itself from a separate term, **disagreement**, which is simply a difference of opinion between two or more people or groups of people. Richmond and McCroskey note that there are two types of disagreements: substantive and procedural.[8] A **substantive** disagreement is a disagreement that people have about a specific topic or issue. Basically, if you and your best friend want to go eat at two different restaurants for dinner, then you're engaging in a substantive disagreement. On the other hand, **procedural disagreements** are "concerned with procedure, how a decision should be reached or how a policy should be implemented."[9] So, if your disagreement about restaurant choice switches to a disagreement on how to make a choice (flipping a coin vs. rock-paper-scissors), then you've switched into a procedural disagreement.

A conflict then is a disagreement plus negative affect, or when you disagree with someone else and you don't like the other person. It's the combination of a disagreement and dislike that causes a mere disagreement to turn into a conflict. Ultimately, conflict is a product of how one communicates this dislike of another person during the disagreement. People in some relationships end up saying very nasty things to one another during a disagreement because their affinity for the other person has diminished. When conflict is allowed to continue and escalate, it "can be likened to an ugly, putrid, decaying, pusfilled sore."[10]

From this perspective, conflicts are ultimately only manageable; whereas, disagreements can be solved. Although a disagreement is the cornerstone of all conflicts, most disagreements don't turn into conflicts because there is an affinity between the two people engaged in the disagreement.

Normal Part of Human Communication

The second perspective of the concept of conflict is very different from the first one. As described by Dudley D. Cahn and Ruth Anna Abigail, conflict is a normal, inevitable part of life.[11] Cahn and Abigail argue that conflict is one of the foundational building blocks of interpersonal relationships. One can even ask if it's possible to grow in a relationship without conflict. Managing and overcoming conflict makes a relationship stronger and healthier. Ideally, when interpersonal couples engage in conflict management (or conflict resolution), they will reach a solution that is mutually beneficial for both parties. In this manner, conflict can help people seek better, healthier outcomes within their interactions.

Ultimately, conflict is neither good nor bad, but it's a tool that can be used for constructive or destructive purposes. Conflict can be very beneficial and healthy for a relationship. Let's look at how conflict is beneficial for individuals and relationships:

- Conflict helps people find common ground.
- Conflict helps people learn how to manage conflict more effectively for the future.
- Conflict provides the opportunity to learn about the other person(s).
- Conflict can lead to creative solutions to problems.
- Confronting conflict allows people to engage in an open and honest discussion, which can build relationship trust.
- Conflict encourages people to grow both as humans and in their communication skills.
- Conflict can help people become more assertive and less aggressive.
- Conflict can strengthen individuals' ability to manage their emotions.
- Conflict lets individuals set limits in relationships.
- Conflict lets us practice our communication skills.

When one approaches conflict from this vantage point, conflict can be seen as an amazing resource in interpersonal relationships. However, both parties must agree to engage in prosocial conflict management strategies for this to work effectively (more on that later in this chapter).

Now that we've examined the basic idea of conflict, let's switch gears and examine conflict in a more interpersonal manner.

Interpersonal Conflict

According to Cahn and Abigail, interpersonal conflict requires four factors to be present:

1. the conflict parties are interdependent,
2. they have the perception that they seek incompatible goals or outcomes or they favor incompatible means to the same ends,
3. the perceived incompatibility has the potential to adversely affect the relationship leaving emotional residues if not addressed, and
4. there is a sense of urgency about the need to resolve the difference. [12]

Let's look at each of these parts of interpersonal conflict separately.

People are Interdependent

According to Cahn and Abigail, "**interdependence** occurs when those involved in a relationship characterize it as continuous and important, making it worth the effort to maintain."[13] From this perspective, interpersonal conflict occurs when we are in some kind of relationship with another person. For example, it could be a relationship with a parent/guardian, a child, a coworker, a boss, a spouse, etc. In each of these interpersonal relationships, we generally see ourselves as having long-term relationships with these people that we want to succeed. Notice, though, that if you're arguing with a random person on a subway, that will not fall into this definition because of the interdependence factor. We may have disagreements and arguments with all kinds of strangers, but those don't rise to the level of interpersonal conflicts.

People Perceive Differing Goals/Outcomes of Means to the Same Ends

An incompatible goal occurs when two people want different things. For example, imagine you and your best friend are thinking about going to the movies. They want to see a big-budget superhero film, and you're more in the mood for an independent artsy film. In this case, you have pretty incompatible goals (movie choices). You can also have incompatible means to reach the same end. Incompatible means, in this case, "occur when we want to achieve the same goal but differ in how we should do so."[14] For example, you and your best friend agree on going to the same movie, but not about at which theatre you should see the film.

Conflict Can Negatively Affect the Relationship if Not Addressed

Next, interpersonal conflicts can lead to very negative outcomes if the conflicts are not managed effectively. Here are some examples of conflicts that are not managed effectively:

- One partner dominates the conflict, and the other partner caves-in.
- One partner yells or belittles the other partner.
- One partner uses half-truths or lies to get her/his/their way during the conflict.
- Both partners only want to get their way at all costs.
- One partner refuses to engage in conflict.
- Etc.

Again, this is a sample laundry list of some of the ways where conflict can be mismanaged. When conflict is mismanaged, one or both partners can start to have less affinity for the other partner, which can lead to a decreasing in liking, decreased caring about the relational partner, increased desire to exit the relationship, increased relational apathy, increased revenge-seeking behavior, etc. All of these negative outcomes could ultimately lead to conflicts becoming increasingly more aggressive (both active and passive) or just outright conflict avoidance. We'll look at both of these later in the chapter.

Some Sense of Urgency to Resolve Conflict

Lastly, there must be some sense of urgency to resolve the conflict within the relationship. The conflict gets to the point where it must receive attention, and a decision must be made or an outcome decided upon, or else. If a conflict reaches the point where it's not solved, then the conflict could become more problematic and negative if it's not dealt with urgently.

Now, some people let conflicts stir and rise over many years that can eventually boil over, but these types of conflicts when they arise generally have some other kind of underlying conflict that is causing the sudden explosion. For example, imagine your spouse has a particularly quirky habit. For the most part, you ignore this habit and may even make a joke about the habit. Finally, one day you just explode and demand the habit must change. Now, it's possible that you let this conflict build for so long that it finally explodes. It's kind of like a geyser. According to Yellowstone National Park, here's how a geyser works:

> The looping chambers trap steam from the hot water. Escaped bubbles from trapped steam heat the water column to the boiling point. When the pressure from the trapped steam builds enough, it blasts, releasing the pressure. As the entire water column boils out of the ground, more than half the volume is this steam. The eruption stops when the water cools below the boiling point.[15]

In the same way, sometimes people let irritations or underlying conflict percolate inside of them until they reach a boiling point, which leads to the eventual release of pressure in the form of a sudden, out of nowhere conflict. In this case, even though the

conflict has been building for some time, the eventual desire to make this conflict known to the other person does cause an immediate sense of urgency for the conflict to be solved.

Key Takeaways

- The terms disagreement and argument are often confused with one another. For our purposes, the terms refer to unique concepts. A disagreement is a difference of opinion between two or more people or groups of people; whereas, an argument is a verbal exchange between two or more people who have differing opinions on a given subject or subjects.
- There are two general perspectives regarding the nature of conflict. The first perspective sees conflict as a disruption to normal working systems, so conflict is inherently something that is dangerous to relationships and should be avoided. The second perspective sees conflict as a normal, inevitable part of any relationship. From this perspective, conflict is a tool that can either be used constructively or destructively in relationships.
- According to Cahn and Abigail, interpersonal conflict consists of four unique parts: 1) interdependence between or among the conflict parties, (2) incompatible goals/ means, (3) conflict can adversely affect a relationship if not handled effectively, and (4) there is a sense of urgency to resolve the conflict.

Exercises

1. On a sheet of paper, write out what you believe are the pros and cons of both major perspectives about conflict. Which one do you think describes your own understanding of conflict? Do you think they are both applicable to interpersonal conflict?
2. Think of a time when you've engaged in conflict with a relational partner of some kind (parent/guardian, child, sibling, spouse, friend, romantic partner, etc.). Using Cahn and Abigail's four parts of interpersonal conflict, dissect the conflict and explain why it would qualify as an interpersonal conflict.
3. We know that different people have different levels of tolerance for disagreement in life. How do you think an individual's tolerance for disagreement impacts her/ his/their ability to interact with others interpersonally?

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2.2: Introduction to Conflict Management

What you'll learn to do: Describe why conflict resolution, "crucial conversations," and other higher stakes communication is necessary to study in organizations

The moment there were just two automobiles on the highway, there was a potential for a vehicle crash. This is true not only of the network of open roads, but also in an organization, where just two employees can just as easily "crash" in some sort of conflict.

No matter what the size of the business, conflict is going to be a natural part of its existence. So, naturally, we need to understand how to dissect and navigate conflict and be prepared to have those conversations that lead to conflict resolution. Otherwise, conflict could result in a stalemate that stifles the purpose of the organization.

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2.3: Sources of Conflict in an Organization

Learning Objectives

- Identify organizational sources of conflict

Personality conflicts make work rough. When you're not in the office, you get to choose who you hang out with, but during the work day, the cast of characters is chosen for you. If an organization is looking to hire people that fit with the company culture, then chances are good you'll get along with most of them! However, it's likely that there will be at least one coworker that you don't get along with 100 percent.

Organizational sources of conflict are those events or factors that cause goals to differ. Personality conflicts, irritating as they may be, don't actually qualify as an organizational source of conflict. They may be the most aggravating part of your day and, certainly, they're something organizations need to watch for if it interferes with daily work, but these organizational sources produce much bigger problems. Those sources are

- Goal incompatibility and differentiation
- Interdependence
- Uncertainty and resource scarcity
- Reward systems

Goal Incompatibility and Differentiation

Organizational sources of conflict occur when departments are differentiated in their goals. For instance, the research and development team at an electronics company might be instructed to come up with the best new, pie-in-the-sky idea for individual-use electronics—that thing consumers didn't know they needed. The R&D team might come up with something fantastic, featuring loads of bells and whistles that the consumer will put to excellent use.

Then, the manufacturing team gets together to look at this new design. They've been told that management likes it, and that they need to build it by the most economical means possible. They start make adjustments to the design, saving money by using less expensive materials than what were recommended by the R&D team. Conflict arises.

Goal incompatibility and differentiation is a fairly common occurrence. The manufacturing team disagrees with research and development. The sales department feels like the legal department is there to keep them from getting deals signed. Departments within the organization feel like they are working at cross-purposes, even though they're both operating under the assumption that their choices are best for the company.

Interdependence

Interdependence describes the extent to which employees rely on other employees to get their work done. If people all had independent goals that didn't affect one another, everything would be fine. That's not the case in many organizations.

For instance, a communication department is charged with putting together speaking points that help their front-line employees deal with customer questions. Because the communications department is equipped to provide clear instructions but are not necessarily the subject matter experts, they must wait for engineering to provide product details that are important to the final message. If those details are not provided, the communication department cannot reach their goal of getting these speaking points out on time for their front-line staff to deal with questions.

The same holds true for a first-, second-, and third-shift assembly line. One shift picks up where another leaves off. The same standards of work, production numbers, and clean-up should be upheld by all three teams. If one team deviates from those standards, then it creates conflict with the other two groups.

Uncertainty and Resource Scarcity

Change. We talked about it as a source of stress, and we're going to talk about it here as an organizational source of conflict. Uncertainty makes it difficult for managers to set clear directions, and lack of clear direction leads to conflict.

Resource scarcity also leads to conflict. If there aren't enough material and supplies for every worker, then those who do get resources and those who don't are likely to experience conflict. As resources dwindle and an organization has to make do with less, departments will compete to get those resources. For instance, if budgets are slim, the marketing department may feel like they can make the most of those dollars by earning new customers. The development team may feel like they can benefit from the dollars by making more products to sell. Conflict results over resource scarcity.

Reward System

An organization's reward system can be a source of conflict, particularly if the organization sets up a win-lose environment for employee rewards.

For instance, an organization might set a standard where only a certain percent of the employees can achieve the top ranking for raises and bonuses. This standard, not an uncommon practice, creates heavy competition within its employee ranks. Competition of this nature often creates conflict.

Other forms of rewards that might incite conflict include employee of the month or other major awards that are given on a competitive basis.

Conflict can occur between two employees, between a team of employees, or between departments of an organization, brought about by the employees, teams, or organizations themselves. Now that we understand conflict, we're ready to take on negotiation. It's different from conflict, but it's easy to see how some of the skills one uses to be a great negotiator are snatched from conflict resolution.

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2.4: Conflict in the Work Environment

Learning Objectives

1. Understand evaluations and criticism in the workplace, and discuss several strategies for resolving workplace conflict

The word “conflict” produces a sense of anxiety for many people, but it is part of the human experience. Just because conflict is universal does not mean that we cannot improve how we handle disagreements, misunderstandings, and struggles to understand or make ourselves understood. Hocker and Wilmot, Hocker, J., & Wilmot, W. (1991). *Interpersonal conflict.* Dubuque, IA: Willam C. Brown. offer us several principles on conflict that have been adapted here for our discussion:

- Conflict is universal.
- Conflict is associated with incompatible goals
- Conflict is associated with scarce resources
- Conflict is associated with interference
- Conflict is not a sign of a poor relationship
- Conflict cannot be avoided
- Conflict cannot always be resolved
- Conflict is not always bad

Conflict is the physical or psychological struggle associated with the perception of opposing or incompatible goals, desires, demands, wants, or needs McLean, S. (2005). *The basics of interpersonal communication.* Boston, MA: Allyn & Bacon.. When incompatible goals, scarce resources, or interference are present, conflict is a typical result, but it doesn’t mean the relationship is poor or failing. All relationships progress through times of conflict and collaboration. How we navigate and negotiate these challenges influences, reinforces, or destroys the relationship. Conflict is universal, but how and when it occurs is open to influence and interpretation. Rather than viewing conflict from a negative frame of reference, view it as an opportunity for clarification, growth, and even reinforcement of the relationship.

Conflict Management Strategies

As professional communicators, we can acknowledge and anticipate that conflict will be present in every context or environment where communication occurs, particularly in groups. To that end, we can predict, anticipate, and formulate strategies to address conflict successfully. How you choose to approach conflict influences its resolution. Joseph DeVitoDeVito, J. (2003). *Messages: builing interpersoanl skills.* Boston, MA: Allyn & Bacon. offers us several conflict management strategies that we have adapted and expanded for our use.

Avoidance

You may choose to change the subject, leave the room, or not even enter the room in the first place, but the conflict will remain and resurface when you least expect it. Your reluctance to address the conflict directly is a normal response, and one which many cultures prize. In cultures where independence is highly valued, direct confrontation is more common. In cultures where the community is emphasized over the individual, indirect strategies may be more common. Avoidance allows for more time to resolve the problem, but can also increase costs associated with problem in the first place. Your organization or business will have policies and protocols to follow regarding conflict and redress, but it is always wise to consider the position of your conversational partner or opponent and to give them, as well as yourself, time to explore alternatives.

Defensiveness Versus Supportiveness

GibbGibb, J. (1961). Defensive and supportive communication. *Journal of Communication*, *11*, 141–148. discussed defensive and supportive communication interactions as part of his analysis of conflict management. Defensive communication is characterized by control, evaluation, and judgments, while supportive communication focuses on the points and not personalities. When we feel judged or criticized, our ability to listen can be diminished, and we may only hear the negative message. By choosing to focus on the message instead of the messenger, we keep the discussion supportive and professional.

Face-Detracting and Face-Saving

Communication is not competition. Communication is the sharing of understanding and meaning, but does everyone always share equally? People struggle for control, limit access to resources and information as part of territorial displays, and otherwise use the process of communication to engage in competition. People also use communication for collaboration. Both competition and collaboration can be observed in group communication interactions, but there are two concepts central to both: face-detracting and face-saving strategies.

Face-detracting strategies involve messages or statements that take away from the respect, integrity, or credibility of a person. Face-saving strategies protect credibility and separate message from messenger. For example, you might say that "sales were down this quarter," without specifically noting who was responsible. Sales were simply down. If, however, you ask, "How does the sales manager explain the decline in sales?" you have specifically connected an individual with the negative news. While we may want to specifically connect tasks and job responsibilities to individuals and departments, in terms of language each strategy has distinct results.

Face-detracting strategies often produce a defensive communication climate, inhibit listening, and allow for little room for collaboration. To save face is to raise the issue while preserving a supportive climate, allowing room in the conversation for constructive discussions and problem-solving. By using a face-saving strategy to shift the emphasis from the individual to the issue, we avoid power struggles and personalities, providing each other space to save faceDonohue, W., & Klot, R. (1992). *Managing interpersonal conflict.* Thousand Oaks, CA: Sage..

In collectivist cultures, where the community well-being is promoted or valued above that of the individual, face-saving strategies are common communicative strategies. Groups are valued, and the role of the individual is de-emphasized. In Japan, for example, to confront someone directly is perceived as humiliation, a great insult. In the United States, greater emphasis is placed on individual performance, and responsibility may be more directly assessed. If our goal is to solve a problem, and preserve the relationship, then consideration of a face-saving strategy should be one option a skilled business communicator considers when addressing negative news or information.

Empathy

Communication involves not only the words we write or speak, but how and when we write or say them. The way we communicate also carries meaning, and empathy for the individual involves attending to this aspect of interaction. Empathetic listening involves listening to both the literal and implied meanings within a message. For example, the implied meaning might involve understand what has led this person to feel this way. By paying attention to feelings and emotions associated with content and information, we can build relationships and address conflict more constructively. In management, negotiating conflict is a common task and empathy is one strategy to consider when attempting to resolve issues. We can also observe that inherent in the group development process is the presence of conflict. It is not a sign of bad things to come, nor a reason to think something is wrong. Conflict is a normal part of communication in general, and group communication in particular. In fact, conflict can be the antidote to groupthink, and help the group members refrain from going along with the flow, even when reason or the available information indicated otherwise.

Gunnysacking

Bach and WydenBach, G., & Wyden, P. (1968). *The intimacy enemy.* New York, NY: Avon. discuss gunnysacking (or backpacking) as the imaginary bag we all carry, into which we place unresolved conflicts or grievances over time. If your organization has gone through a merger, and your business has transformed, there may have been conflicts that occurred during the transition. Holding onto the way things used to be can be like a stone in your gunnysack, and influence how you interpret your current context.

People may be aware of similar issues but might not know your history, and cannot see your backpack or its contents. For example, if your previous manager handled issues in one way, and your new manage handles them in a different way, this may cause you some degree of stress and frustration. Your new manager cannot see how the relationship existed in the past, but will still observe the tension. Bottling up your frustrations only hurts you and can cause your current relationships to suffer. By addressing, or unpacking, the stones you carry, you can better assess the current situation with the current patterns and variables.

We learn from experience, but can distinguish between old wounds and current challenges, and try to focus our energies where they will make the most positive impact.

Managing Your Emotions

Have you ever seen red, or perceived a situation through rage, anger, or frustration? Then you know that you cannot see or think clearly when you are experiencing strong emotions. There will be times in the work environment when emotions run high, and your awareness of them can help you clear your mind and choose to wait until the moment has passes to tackle the challenge.

"Never speak or make decision in anger" is one common saying that holds true, but not all emotions involve fear, anger, or frustration. A job loss can be a sort of professional death for many, and the sense of loss can be profound. The loss of a colleague to a layoff while retaining your position can bring pain as well as relief, and a sense of survivor's guilt. Emotions can be contagious in the workplace, and fear of the unknown can influence people to act in irrational ways. The wise business communicator can recognize when emotions are on edge in themselves or others, and choose to wait to communicate, problem-solve, or negotiate until after the moment has passed.

Evaluations and Criticism in the Workplace

Guffey, Guffey, M. (2008). *Essentials of business communication* (7th ed.). Mason, OH: Thomson-Wadsworth. pp.320 wisely notes that Xenophon, a Greek philosopher, once said "The sweetest of all sounds is praise." We have seen previously that appreciation, respect, inclusion, and belonging are all basic human needs across all contexts, and are particularly relevant in the workplace. Efficiency and morale are positively related, and recognition of good work is important. There may come a time, however, when evaluations involve criticism. Knowing how to approach this criticism can give you peace of mind to listen clearly, separating subjective, personal attacks from objective, constructive requests for improvement. Guffey offers us seven strategies for giving and receiving evaluations and criticism in the workplace that we have adapted here.

Listen Without Interrupting

If you are on the receiving end of an evaluation, start by listening without interruption. Interruptions can be internal and external, and warrant further discussion. If your supervisor starts to discuss a point and you immediately start debating the point in your mind, you are paying attention to yourself and what you think they said or are going to say, and not that which is actually communicated. This gives rise to misunderstandings and will cause you to lose valuable information you need to understand and address the issue at hand.

External interruptions may involve your attempt to get a word in edgewise, and may change the course of the conversation. Let them speak while you listen, and if you need to take notes to focus your thoughts, take clear notes of what is said, also noting points to revisit later. External interruptions can also take the form of a telephone ringing, a "text message has arrived" chime, or a co-worker dropping by in the middle of the conversation.

As an effective business communicator, you know all too well to consider the context and climate of the communication interaction when approaching the delicate subject of evaluations or criticism. Choose a time and place free from interruption. Choose one outside of the common space where there may be many observers. Turn off your cell phone. Choose face to face communication instead of an impersonal email. By providing a space free of interruption, you are displaying respect for the individual and the information.

Determine the Speaker's Intent

We have discussed previews as a normal part of conversation, and in this context they play an important role. People want to know what is coming and generally dislike surprises, particularly when the context of an evaluation is present. If you are on the receiving end, you may need to ask a clarifying question if it doesn't count as an interruption. You may also need to take notes, and write down questions that come to mind to address when it is your turn to speak. As a manager, be clear and positive in your opening and lead with praise. You can find one point, even if it is only that the employee consistently shows up to work on time, to highlight before transitioning to a performance issue.

Indicate You Are Listening

In mainstream U.S. culture, eye contact is a signal that you are listening and paying attention to the person speaking. Take notes, nod your head, or lean forward to display interest and listening. Regardless of whether you are the employee receiving the criticism or the supervisor delivering it, displaying of listening behavior engenders a positive climate that helps mitigate the challenge of negative news or constructive criticism.

Paraphrase

Restate the main points to paraphrase what has been discussed. This verbal display allows for clarification and acknowledges receipt of the message.

If you are the employee, summarize the main points and consider steps you will take to correct the situation. If none come to mind, or you are nervous and are having a hard time thinking clearly, state out loud the main point and ask if you can provide solution steps and strategies at a later date. You can request a follow-up meeting if appropriate, or indicate you will respond in writing via email to provide the additional information.

If you are the employer, restate the main points to ensure that the message was received, as not everyone hears everything that is said or discussed the first time it is presented. Stress can impair listening, and paraphrasing the main points can help address this common response.

If You Agree…

If an apology is well deserved, offer it. Communicate clearly what will change or indicate when you will respond with specific strategies to address the concern. As a manager you will want to formulate a plan that addresses the issue and outlines responsibilities as well as time frames for corrective action. As an employee, you will want specific steps you can both agree on that will serve to solve the problem. Clear communication and acceptance of responsibility demonstrates maturity and respect.

If You Disagree…

If you disagree, focus on the points or issue and not personalities. Do not bring up past issues and keep the conversation focused on the task at hand. You may want to suggest, now that you better understand their position, a follow-up meeting to give you time to reflect on the issues. You may want to consider involving a third party, investigating to learn more about the issue, or taking time to cool off.

Do not respond in anger or frustration; instead, always display professionalism. If the criticism is unwarranted, consider that the information they have may be flawed or biased, and consider ways to learn more about the case to share with them, searching for a mutually beneficial solution.

If other strategies to resolve the conflict fail, consider contacting your Human Resources department to learn more about due process procedures at your workplace. Display respect and never say anything that would reflect poorly on yourself or your organization. Words spoken in anger can have a lasting impact, and are impossible to retrieve or take back.

Learn from the Experience

Every communication interaction provides an opportunity for learning if you choose to see it. Sometimes the lessons are situational, and may not apply in future contexts. Other times the lessons learned may well serve you across your professional career. Taking notes for yourself to clarify your thoughts, much like a journal, serve to document and help you see the situation more clearly.

Recognize that some aspects of communication are intentional, and may communicate meaning, even if it is hard to understand. Also know that some aspects of communication are unintentional, and may not imply meaning or design. People make mistakes. They say things they should not have said. Emotions are revealed that are not always rational, and not always associated with the current context. A challenging morning at home can spill over into the workday and someone's bad mood may have nothing to do with you. Team members aren't always the same day to day, and the struggles outside of the work environment can impact the group.

Try to distinguish between what you can control and what you cannot, and always choose professionalism.

Key Takeaway

- Conflict is unavoidable and can be opportunity for clarification, growth, and even reinforcement of the relationship.

Exercise 2.4.1

1. Write a description of a situation you recall where you came into conflict with someone else. It may be something that happened years ago, or a current issue that just arose. Using the principles and strategies in this section, describe how the conflict was resolved, or could have been resolved. Discuss your ideas with your classmates.
2. Of the strategies for managing conflict described in this section, which do you think are the most effective? Why? Discuss your opinions with a classmate.
3. Can you think of a time when a conflict led to a new opportunity, better understanding, or other positive result? If not, think of a past conflict and imagine a positive outcome. Write a 2–3 paragraph description of what happened, or what you imagine could happen. Share your results with a classmate.

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2.5: Dealing with Conflict- Different Approaches

Every individual or group manages conflict differently. In the 1970s, consultants Kenneth W. Thomas and Ralph H. Kilmann developed a tool for analyzing the approaches to conflict resolution. This tool is called the Thomas-Kilmann Conflict Mode Instrument (TKI) (Kilmann Diagnostics, 2017).

Essential Learning Activity T2.5.1:

For information on the Thomas-Kilmann Conflict Mode Instrument, see the Kilmann Diagnostics website.

Thomas and Kilmann suggest that in a conflict situation, a person's behaviour can be assessed on two factors:

1. **Commitment to goals or assertiveness**—the extent to which an individual (or a group) attempts to satisfy his or her own concerns or goals.
2. **Commitment to relationships or cooperation**—the extent to which an individual (or a group) attempts to satisfy the concerns of the other party, and the importance of the relationship with the other party.

Thomas and Kilmann use these factors to explain the five different approaches to dealing with conflict:

avoiding	**competing**	**accommodating**	**compromising**	**collaborating**

There is an appropriate time to use each approach in dealing with conflict. While most people will use different methods in various circumstances, we all tend to have a more dominant approach that feels most comfortable. One approach is not necessarily better than another and all approaches can be learned and utilized. To most effectively deal with conflict, it is important to analyze the situation and determine which approach is most appropriate.

Let's take a closer look at each approach and when to use it.

Avoiding

An avoidance approach demonstrates a low commitment to both goals and relationships. This is the most common method of dealing with conflict, especially by people who view conflict negatively.

Table 2.5.1: Avoiding

Types of Avoidance	Results	Appropriate When
• Physical flight • Mental withdrawal • Changing the subject • Blaming or minimizing • Denial that the problem exists • Postponement to a more appropriate time (which may never occur) • Use of emotions (tears, anger, etc.)	• The dispute is not resolved. • Disputes often build up and eventually explode. • Low satisfaction results in complaining, discontentment, and talking back. • Stress spreads to other parties (e.g., co-workers, family).	• The issue is trivial or unimportant, or another issue is more pressing • Potential damage outweighs potential benefits • Timing for dealing with the conflict is inappropriate (because of overwhelming emotions or lack of information)

Application to Nursing—Avoidance

When might avoidance be an appropriate approach to conflict in a hospital or clinic setting?

In a hospital or clinical setting, there may be times when it is appropriate to avoid conflict. For example, on a particularly busy day in the emergency room, when a patient in life-threatening condition has just been received, the attending doctor may bark directions at the assisting nurses to get equipment. The nurses may feel offended by the doctor's actions; however, it may be appropriate for the nurses to avoid the conflict at that moment given the emergency situation. The nurse, if he or she felt it was inappropriate behavior by the doctor, could then deal with the conflict after the patient has been stabilized.

When might avoidance be an inappropriate approach to conflict in a hospital or clinic setting?

Avoiding the conflict may be inappropriate if that same doctor continues to bark directions at the nursing staff in non-emergency situations, such as during debrief of a surgery, or when communicating non-emergency instructions. When the nurses and doctor have to continue a working relationship, avoiding the continuing conflict will no longer be appropriate.

Competing

A competing approach to conflict demonstrates a high commitment to goals and a low commitment to relationships. Individuals who use the competing approach pursue their own goals at the other party's expense. People taking this approach will use whatever power is necessary to win. It may display as defending a position, interest, or value that you believe to be correct. Competing approaches are often supported by structures (courts, legislatures, sales quotas, etc.) and can be initiated by the actions of one party. Competition may be appropriate or inappropriate (as defined by the expectations of the relationship).

Table 2.5.2: Competing

Types of Competing	Results	Appropriate When
• Power of authority, position, or majority • Power of persuasion • Pressure techniques (e.g., threats, force, intimidation) • Disguising the issue • Tying relationship issues to substantive issues	• The conflict may escalate or the other party may withdraw. • Reduces the quality and durability of agreement. • Assumes no reciprocating power will come from the other side; people tend to reach for whatever power they have when threatened. • Increases the likelihood of future problems between parties. • Restricts communication and decreases trust.	• There are short time frames and quick action is vital. • Dealing with trivial issues. • Tough decisions require leadership (e.g., enforcing unpopular rules, cost cutting, discipline).

Application to Nursing—Competing

When might a competing approach to conflict be appropriate in a hospital or clinic setting?

A completing approach to conflict may be appropriate in a hospital or clinic setting if you recognize that another nurse has made an error in how much medication to administer to a patient. You recognize this mistake prior to the nurse entering the patient's room so you approach the nurse, take the medication out of his or her hands, and place the correct dosage. The goal of patient safety outweighs the commitment to the relationship with that nurse in this case.

When might a competing approach to conflict be inappropriate in a hospital or clinic setting?

It would be inappropriate to continue to be competitive when you debrief with the nurse about the dangers of medication errors and the system of double checking dosage amounts. The goal at this point is to enhance the learning of that nurse as well as to build trust in your relationship as colleagues. A different approach is needed.

Accommodating

Accommodating demonstrates a low commitment to goals and high commitment to relationship. This approach is the opposite of competing. It occurs when a person ignores or overrides their own concerns to satisfy the concerns of the other party. An accommodating approach is used to establish reciprocal adaptations or adjustments. This could be a hopeful outcome for those who take an accommodating approach, but when the other party does not reciprocate, conflict can result. Others may view those who use the accommodating approach heavily as "that is the way they are" and don't need anything in return. Accommodators typically will not ask for anything in return. Accommodators tend to get resentful when a reciprocal relationship isn't established. Once resentment grows, people who rely on the accommodating approach often shift to a competing approach because they are tired of being "used." This leads to confusion and conflict.

Table 2.5.3: Accommodating

Types of Accommodating	Results	Appropriate When
• Playing down the conflict to maintain surface harmony • Self-sacrifice • Yielding to the other point of view	• Builds relationships that will allow you to be more effective in future problem solving • Increases the chances that the other party may be more accommodating to your needs in the future • Does not improve communication	• You are flexible on the outcome, or when the issue is more important to the other party. • Preserving harmony is more important than the outcome. • It's necessary to build up good faith for future problem solving. • You are wrong or in a situation where competition could damage your position.

Application to Nursing—Accommodation

When might accommodation be an appropriate approach to conflict in a hospital or clinic setting?

It may be appropriate to use an accommodating approach when, for example, one of the nurses on your shift has a particularly difficult patient who is taking up a lot of time and effort. Seeing that the nurse is having difficulty, you take on some of her or his tasks. This increases your workload for a period of time, but it allows your colleague the time needed to deal with the difficult patient.

When might accommodation be an inappropriate approach to conflict in a hospital or clinic setting?

This approach may no longer be appropriate if that same nurse expects you to continue to cover his or her tasks after the situation with the difficult patient has been resolved.

Compromising

A compromising approach strikes a balance between a commitment to goals and a commitment to relationships. The objective of a compromising approach is a quick solution that will work for both parties. Usually it involves both parties giving up something and meeting in the middle. Compromising is often used in labour negotiations, as typically there are multiple issues to resolve in a short period of time.

Table 2.5.4: Compromising

Types of Compromising	Results	Appropriate When
• Splitting the difference • Exchanging concessions • Finding middle ground	• Both parties may feel they lost the battle and feel the need to get even next time. • No relationship is established although it should also not cause relationship to deteriorate. • Danger of stalemate • Does not explore the issue in any depth	• Time pressures require quick solutions. • Collaboration or competition fails. • Short-term solutions are needed until more information can be obtained.

Application to Nursing—Compromise

When might compromise be an appropriate approach to conflict in a hospital or clinic setting?

You are currently on shift with another nurse that does the bare minimum and rarely likes to help his or her colleagues out. It is two hours since lunch and one of your hyperglycemic patients have not received their lunch tray. You approach your colleague and ask him or her to go look for the tray while you draw blood from a patient for them. The other nurse agrees as he or she has been having difficulty with the patient that needs a blood draw.

When might a compromise be an inappropriate approach to conflict in a hospital or clinic setting?

It would be inappropriate to continue to ask the nurse to do tasks for you that are less appealing than the tasks you take on.

Collaborating

Collaborating is an approach that demonstrates a high commitment to goals and also a high commitment to relationships. This approach is used in an attempt to meet concerns of all parties. Trust and willingness for risk is required for this approach to be effective.

Table 2.5.5: Collaborating

Type of Collaborating	Results	Appropriate When
• Maximizing use of fixed resources • Working to increase resources • Listening and communicating to promote understanding of interests and values • Learning from each other's insight	• Builds relationships and improves potential for future problem solving • Promotes creative solutions	• Parties are committed to the process and adequate time is available. • The issue is too important to compromise. • New insights can be beneficial in achieving creative solutions. • There is a desire to work through hard feelings that have been a deterrent to problem solving. • There are diverse interests and issues at play. • Participants can be future focused.

Application to Nursing—Collaboration

When might collaboration be an appropriate approach to conflict in a hospital or clinic setting?

It may be appropriate to use collaboration in a hospital or clinic setting when discussing vacation cover off with team members at a team meeting. During a team meeting, time is available to discuss and focus on what is important for each member of the team.

When might collaboration be an inappropriate approach to conflict in a hospital or clinic setting?

Collaboration would be inappropriate in a discussion of a new policy that has been put in place if the team has little influence in making adjustments.

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2.6: Managing Intercultural Conflict

Learning Objectives

By the end of this chapter, readers should:

- Identify and describe the five types of conflict.
- Identify and describe the style of conflict present in a given situation.
- Understand how and why individuals approach conflict in various ways.
- Understand how and why individuals manage conflict in various ways and be able to suggest more productive ways for handling intercultural conflict.
- Explain the four-skill approach to managing intercultural conflict.

Conflict is a part of all human relationships (Canary, 2003). Almost any issue can spark conflict—*money, time, religion, politics, culture*—and almost anyone can get into a conflict. Conflicts are happening all around the world at the personal, societal, political, and international levels. Conflict is not simple and it's not just a matter of disagreement. According to Wilmot & Hocker (2010), "**conflict** is an expressed struggle between at least two interdependent parties who perceive incompatible goals, scare resources, and interference from others in achieving their goals. (p. 11)" There are several aspects of conflict that we must consider when pondering this definition and its application to intercultural communication.

Expressed Struggle

Conflict is a communication process that is expressed verbally and nonverbally. Wilmot & Hocker assert that communication creates conflict, communication reflects conflict, and communication is the vehicle for the management of conflict (Wilmot & Hocker, 1998). Often, conflict is easily identified because one party openly and verbally disagrees with the other, but intrapersonal, or internal conflict, may exist for some time before being expressed. An example could be family members avoiding each other because both think, "I don't want to see them for awhile because of what they did." The **expression** of the struggle is often activated by a triggering event which brings the conflict to everyone's attention. In the case of family members, a triggering event could be going on vacation instead of attending a golden wedding anniversary party or other significant life event.

Interdependent

Parties engaged in **expressed struggle** do so because they are **interdependent**. "A person who is not dependent upon another—that is, who has no special interest in what the other does—has no conflict with that other person" (Braiker & Kelley, 1979). In other words, each parties' choices effect the other because conflict is a mutual activity. Each decision impacts the other.

Consider the teenager who chooses to wear an obnoxious or offensive t-shirt before catching the bus. People with no connections to the teen and notice the t-shirt are unlikely to engage in conflict. They have never seen the teen before, and probably won't again. The ill-advised decision to wear the t-shirt does not impact them, therefore the reason to engage in conflict does not exist.

The same scenario involving a teen and their parents would probably turn out differently. Because parents and teens are interdependent, the ill-advised decision to wear an offensive t-shirt could quickly escalate into a power struggle over individual autonomy that leads to harsh words and hurt feelings.

Perception

Parties in conflict have perceptions about their own position and the position of others. Each party may also have a different perception of any given situation. We can anticipate having such differences due to a number of factors that create **perceptual filters** or **cultural frames** that influence our responses to the situation. Such influences can be things like culture, race & ethnicity; gender & sexuality; knowledge; impressions of the messenger; and previous experience. These factors and more conspire to form the **perceptual filters** through which we experience conflict.

Clashes in Goals, Resources, and Behaviors

Conflict arises from differences. It occurs whenever parties disagree over their values, motivations, ideas, or desires. The perception might be that goals are mutually exclusive, or there's not enough resources to go around, or one party is sabotaging

another. When conflict triggers strong feelings, a deep need is typically at the core of the problem. When the legitimacy of the conflicting needs is recognized, it opens pathways to problem-solving.

Conflict Types

Conflict can be difficult to analyze because it occurs in so many different settings. Knowing the various types of conflict that occur in interpersonal relationships helps us to identify appropriate strategies for managing conflict. Mark Cole (1996) states that there are five types of interpersonal conflict: affective, interest, value, cognitive, and goal.

- **Affective** conflict occurs when people become aware that their feelings and emotions are incompatible. For example, if a romantic couple wants to go out to eat, but one of the partners is a vegetarian while the other is on the Paleo diet, what do they do? The food choices that they have committed to may impact their feelings for each other causing them to question a future together. If the same romantic couple marries and begins to raise children, what will their diet consist of? Do they follow the Paleo diet or the vegetarian one? **Conflict of interest** arises when people disagree about a plan of action or when they have incompatible preferences for a course of action. A difference in ideologies or values between relational partners is called **value conflict.** Our romantic partners eating preferences may be the result of strongly held religious or political views. Remember the old saying, "Never talk about religion and politics." Many people engage in **value conflict** about religion and politics.
- **Cognitive conflict** is when people become aware that their thought processes or perceptions are in conflict. Our romantic partners may disagree about the meaning of a wink from a car salesman as they shopped for a new car. One of the partners believes that the wink was friendly and meant to build a relationship with the couple, but the other partner saw the wink as a sign that the couple would get a better deal if they looked seriously at a specific car.
- **Goal conflict** occurs when people disagree about a preferred outcome or end state. Our car-shopping romantic partners need transportation. For one, the cost of a new car reinforces the choice made to continue using public transportation to save the money not spent for a house. For the other, buying a new car means gaining access to the suburbs where they can afford to buy a new house now.

Rarely do the types of conflict stand alone. Most often, several types of conflict are found intertwined within each other and within the context itself. The actual situation in which the conflict happens can occur on the personal level, the societal level, and even the international level. How we choose to manage the conflict may depend on the types of conflict, the contexts that they occur within, and the particular situation.

Characteristics of Intercultural Conflict

Intercultural conflicts are often characterized by more ambiguity, language issues, and the clash of conflict styles than same culture conflict. Intercultural conflict characteristics rest on the principles discussed in greater depth in the foundation chapters. These principles stressed that culture is dynamic and heterogeneous, but learned. Values are manifest in beliefs and behaviors, which lead to the **worldviews** that guide our perception and navigation through life. Michelle LeBaron (2003) states that "cultures affect the ways we name, frame, blame, and attempt to tame conflicts (p. 3)."

Ambiguity, or the confusion about how to handle or define the conflict, is often present in intercultural conflict because of the multi-layered and heterogeneous nature of culture. What appears on the surface of the conflict may mask what is more deeply hidden below. Verbally indirect, high context cultures, may be reluctant to use words to explore issues of extreme importance that verbally direct, and low context cultures need to access the symbolic levels that are largely outside of their awareness. Yet, knowing the general norms of a group, does not predict the behavior of a specific member of a group. Dimensions of context, and individual differences can be crucial to understanding.

Language issues can also add to the confusion—or clarity—as we try to **name, frame, blame**, and tame the conflict. Not knowing each other's languages very well, could make conflict resolution difficult, and remaining silent could also provide a needed "cooling off" period with time to think. The Western approach to conflict resolution often means labeling and analyzing the smaller components parts of an issue (**name, frame, blame**), before a resolution (**tame**) can be proposed. The Eastern approach to conflict resolution often means reinforcing all aspects of the relationship (**tame**), before ever discussing the issue (**name, frame, blame**)–if at all. In the Eastern approach, language is more of a means of creating and maintaining identity than solving a problem.

Intercultural Conflict Management

Culture is always a factor in conflict, though it rarely causes it alone. When differences surface between people, organizations, and nations, culture is always present, shaping perceptions, attitudes, behaviors, and outcomes. Attitudes and behaviors shared with dominant or national cultures often seem to be *normal*, *natural*, or *the way things are done*. Our cultural background, and how we were raised, largely determines how we deal with conflict.

The term **facework** refers to the communication strategies that people "use to establish, sustain, or restore a preferred social identity to others during interaction" (Samp, 2015, p. ?). Goffman (1959) claims that everyone is concerned about how others perceive them. To lose **face** is to publicly suffer a diminished self-image, and saving **face** is to be liked, appreciated, and approved by others. Brown & Levinson (1987) use the concept of face to explain politeness, and to them politeness is universal, resulting from people's face needs.

Facework varies from culture to culture and influences conflict styles. For example, people from individualistic cultures tend to be more concerned with saving their own face rather than anyone else's face. This results in a tendency to use more direct conflict management styles. In contrast, people from collectivistic cultures tend to be more concerned with preserving group harmony and saving the other person's **face** during conflict. Making use of a less direct conversation style to protect the other or make them look good is considered the best way to manage **facework**.

Conflict Face-Negotiation Theory (Ting-Toomey, 2004) is based a number of assumptions about the extent to which **face** negotiated within a culture and what existing value patterns shape culture members' preferences for the process of negotiating face in conflict situations. The **Conflict Face-Negotiation Theory** is not only influenced by the individual and culture, but also the relationship and the situation of the people experiencing the conflict.

Two Approaches to Conflict

Ways of **naming** and **framing** vary across cultural boundaries. People generally deal with conflict in the way that they learned while growing up. For those accustomed to a calm and rational discussion, screaming and yelling may seem to be a dangerous conflict. Yet, conflicts are subject to different interpretations, based on cultural preference, context, and **facework** ideals.

- **Direct Approaches** is favored by cultures that think conflict is a good thing, and that conflict should be approached **directly,** because working through conflict results in more solid and stronger relationships. This approach emphasizes using precise language, and articulating issues carefully. The best solution is based on solving for set of criteria that has been agreed upon by both parties beforehand.
- **Indirect Approaches** on the other hand are favored by cultures that view conflict as destructive for relationships and prefer to deal with conflict **indirectly.** These cultures think that when people disagree, they should adapt to the consensus of the group rather that engage in conflict. Confrontations are seen as destructive and ineffective. Silence and avoidance are viewed as effective tools to manage conflict. Intermediaries or mediators are used when conflict negotiation is unavoidable, and people who undermine group harmony may face sanctions or ostracism.
- **Emotionally Expressive** people or cultures are those who value intense displays of emotion during disagreement. Outward displays of emotion are seen as indicating that one really cares and is committed to resolving the conflict. It is thought that it is better to show emotion through expressive nonverbal behavior and words than to keep feelings inside and hidden from the world. Trust is gained through the sharing of emotions, and that sharing is necessary for credibility.
- **Emotionally Restrained** People or cultures are those who think that disagreements are best discussed in an emotionally calm manner. Emotions are controlled through "internalization" and few, if any, verbal or nonverbal expressions will be displayed. A sensitivity to hurting feelings or protecting the **face** or honor of the other is paramount. Trust is earned through what is seen as emotional maturity, and that maturity is necessary to appear credible.

Conflict Styles

Miscommunication and misunderstanding between people within the same culture can feel overwhelming enough, but when this occurs with people of another culture or co-culture, we may feel a serious sense of stress. Frequently, all of the good intentions and patience we are able to use during lower-stress encounters can be forgotten, and sometimes we may find that our behavior can surprise even ourselves. Because of this, intercultural conflict experts have developed conflict style inventories that help us to understand our own personal tendencies toward dealing with conflict, and the tendencies others may have.

The **Intercultural Conflict Style Inventory** or **ICS** (Hammer, 2005), measures people's approaches to conflict along two different continuums: direct/indirect and expressive/restrained. Different individuals, but also people of different national cultures, approach conflict in different ways.

The **discussion style** combines *direct* and emotionally restrained dimensions. As it is a verbally direct approach, people who use this style are comfortable expressing disagreements. User perceived strengths of this approach are that it confronts problems, explores arguments, and maintains a calm atmosphere during the conflict. The weaknesses perceived by others is that it is difficult to read "read between the lines," it appears logical but unfeeling, and it can be uncomfortable with emotional arguments. **Discussion style** can often be found in Northern Europe, Australia, New Zealand, and various co-cultures in the United States.

The **engagement style** emphasizes a *verbally direct* and *emotionally expressive* approach to dealing with conflict. This style views intense verbal and nonverbal expressions of emotion as demonstrating a willingness to resolve the conflict. User perceived strengths to this approach are that it provides detailed explanations, instructions, and information. This style expresses opinions and shows feelings. The weaknesses perceived by others are the lack of concern with the views and feelings of others along with the potential for dominatingly rude behavior. Individual viewpoints are not separated from emotion. **Engagement style** is often used in Mediterranean Europe, Russia, Israel, Latin America, and various co-cultures in the United States.

The **accommodating style** combines the *indirect* and *emotionally restrained* approaches. People who use this approach may send ambiguous message because they believe that by doing so, the conflict will not get out of control. Silence and avoidance are also considered worthy tools. User perceived strengths to this approach are sensitivity to feelings of the other party, control of emotional outburst, and consideration to alternative meaning of ambiguous messages. Weaknesses as perceived by others are difficulty in voicing your own opinion, appearing to be uncommitted or dishonest, and difficulty in providing explanations.

Accommodators tend to avoid direct expression of feelings by using intermediaries, friends or relatives who informally act on their behalf when dealing with the conflict. Mediation tends to be used in more formal situations when one person believes that conflict will encourage growth in the relationship. **Accommodating style** is often used in East Asia, North America and South America.

The **dynamic style** uses indirect communication along with more emotional expressiveness. These people are comfortable with emotions, but tend to speak in metaphors and often use mediators. Their credibility is grounded in their degree of emotional expressiveness. User perceived strengths to this approach are using third parties to gather information and resolve conflicts, being skilled at observing nonverbal behaviors, and being comfortable with emotional displays. Weaknesses as perceived by others are appearing too emotional, unreasonable, and possibly devious, while rarely getting to the point. **Dynamic style** is often used in the Middle East, India, Sub-Saharan Africa, and various co-cultures in the United States.

It is important to recognize that people, and cultures, deal with conflict in a variety of ways for a variety of different reasons. Preferred styles are not static and rigid. People use different conflict styles with different partners. Gender, ethnicity, and religion may all influence how we handle conflict. Conflict may even occur over economic, political, and social issues.

Two Approaches to Managing Conflict

How people choose to deal with conflict in any given situation depends on the type of conflict and their relationship to the other person. Cognitive conflicts with close friends may be more discussion based in the United States, but more accommodating in Japan. Both are focused on preserving the harmony within the relationship. However, if the cognitive conflict takes place between acquaintances or strangers, where maintaining a relationship is not as important, the engagement or dynamic styles may come out.

Considering all the variations in how people choose to deal with conflict, it's important to distinguish between productive and destructive conflict as well as cooperative and competitive conflict.

- **Destructive conflict** leads people to make sweeping generalizations about the problem. Groups or individuals escalate the issues with negative attitudes. The conflict starts to deviate from the original issues, and anything in the relationship is open for examination or re-visiting. Participants try to jockey for power while using threats, coercion, and deception as polarization occurs. Leaders display militant, single-minded traits to rally their followers.
- **Productive conflict** features skills that make it possible to manage conflict situations effectively and appropriately. First the participants narrow the conflict to the original issue so that the specific problem is easier to understand. Next, the leaders stress mutually satisfactory outcomes and direct all their efforts to cooperative problem-solving. Research from Alan Sillars and colleagues found that during disputes, individuals selectively remember information that supports themselves and contradicts

their partners, view their own communication more positively than their partners', and blame partners for failure to resolve the conflict (Sillars, Roberts, Leonard, & Dun, 2000). Sillars and colleagues also found that participant thoughts are often locked in simple, unqualified and negative views. Only in 2% of cases did respondents attribute cooperativeness to their partners and uncooperativeness to themselves (Sillars et al., 2000).

- **Competitive conflict** promotes escalation. When conflicts escalate and anger peaks, our minds are filled with negative thoughts of all the grievances and resentments we feel towards others (Sillars et al., 2000). Conflicted parties set up self-reinforcing and mutually confirming expectations. Coercion, deception, suspicion, rigidity, and poor communication are all hallmarks of a **competitive** atmosphere.
- **cooperative conflict** promotes perceived similarity, trust, flexibility, and open communication. If both parties are committed to the resolution process, there is a sense of joint ownership in reaching a conclusion.

Because it is very difficult to turn a **competitive conflict** relationship into a **cooperative conflict** relationship, a **cooperative** relationship must be encouraged from the very beginning before the conflict starts to escalate. A **cooperative conflict** atmosphere promotes perceived similarity, trust, flexibility, and open communication. If both parties are committed to the resolution process, there is a sense of joint ownership in reaching a conclusion.

Consequently, the most important thing you can do to enhance *cooperative and productive conflict* is to practice critical self-reflection. Business consultants in the United States offer various versions of the **seven-step conflict resolution model** that is a good place to start. The seven steps are:

- State the Problem. Ask each of the conflicting parties to state their view of the problem as simply and clearly as possible.
- Restate the Problem. Ask each party to restate the problem as they understand the other party to view it.
- Understand the Problem. Each party must agree that the other side understands both ways of looking at the problem.
- Pinpoint the Issue. Zero in on the objective facts.
- Ask for Suggestions. Ask how the problem should be solved.
- Make a Plan.
- Follow up.

A quick review of the previous seven steps betrays its western roots with the unspoken assumption that conflicting individuals will be **verbally direct** and *e***motionally restrained** or advocates of the **discussion style** of conflict.

Culture and Managing Conflict

The strongest cultural factor that influences your conflict approach is whether you belong to an individualistic or collectivistic culture (Ting-Toomey, 1997). People raised in collectivistic cultures often view direct communication regarding conflict as personal attacks (Nishiyama, 1971), and consequently are more likely to manage conflict through avoidance or accommodation. People from individualistic cultures feel comfortable agreeing to disagree, and don't particularly see such clashes as personal affronts (Ting-Toomey, 1985). They are more likely to compete, react, or collaborate.

Gudykunst & Kim (2003) suggest that if you are an individualist in a dispute with a collectivist, you should consider the following:

- Recognize that collectivist may prefer to have a third party mediate the conflict so that those in conflict can manage their disagreement without direct confrontation to preserve relational harmony.
- Use more indirect verbal messages.
- Let go of the situation if the other person does not recognize the conflict exists or does not want to deal with it.

If you are a collectivist and are conflicting with someone from an individualist culture, the following guidelines may help:

- Recognize that individualists often separate conflicts from people. It's not personal.
- Use an assertive style, filled with "I" messages, and be direct by candidly stating your opinions and feelings.
- Manage conflicts even if you'd rather avoid them.

Another thing to consider is replacing the **ethno-centric** "seven steps" with a more culturally friendly, or **ethno-relative**,**four skills approach** from **Conflict Face-Negotiation Theory** (Ting-Toomey & Oetzel, 2001). These skills are:

- **Mindful Listening:** Pay special attention to the cultural and personal assumptions being expressed in the conflict interaction. Paraphrase verbal and nonverbal content and emotional meaning of the other party's message to check for accurate

interpretation.

- **Mindful Reframing:** This is another face-honoring skill that requires the creation of alternative contexts to shape our understanding of the conflict behavior.
- **Collaborative Dialogue:** An exchange of dialogue that is oriented fully in the present moment and builds on Mindful Listening and Mindful Reframing to practice communicating with different linguistic or contextual resources.
- **Culture-based Conflict Resolution Steps** is a seven-step conflict resolution model that guides conflicting groups to identify the background of a problem, analyze the cultural assumptions and underlying values of a person in a conflict situation, and promotes ways to achieve harmony and share a common goal.
  - What is my cultural and personal assessment of the problem?
  - Why did I form this assessment and what is the source of this assessment?
  - What are the underlying assumptions or values that drive my assessment?
  - How do I know they are relative or valid in this conflict context?
  - What reasons might I have for maintaining or changing my underlying conflict premise?
  - How should I change my cultural or personal premises into the direction that promotes deeper intercultural understanding?
  - How should I flex **adaptively** on both verbal and nonverbal conflict style levels in order to display **facework** sensitive behaviors and to facilitate a productive common-interest outcome?

(Ting-Toomey, 2012; Fisher-Yoshida, 2005; Mezirow, 2000)

Conclusion

Just as there is no consensus across cultures about what constitutes a conflict or how the conflicting events should be framed, there are also many different conflict response theories. LeBaron, Hammer, Sillars, Gudykunst, Kim, and Ting-Toomey are only a few of the many researchers who have explored the complexities of intercultural conflict. It is also a topic of interest for sociologists, psychologists, business managers, educators, and communities. Acquiring knowledge about personal and intercultural conflict styles can hopefully help us transform conflicts into meaningful dialogue, and become better communicators in the process.

Key Vocabulary

- affective conflict
- conflict of interest
- value conflict
- cognitive conflict
- goal conflict
- direct vs.indirect approach
- emotional expressiveness vs. restraint
- destructive vs. productive
- competitive vs. cooperative
- Conflict Face-Negotiation Theory
- mindful listening
- mindful reframing
- collaborative dialogue
- culture-based conflict resolution steps
- conflict
- face
- facework

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CHAPTER OVERVIEW

3: Describe how to apply emotional intelligence in the workplace to increase productivity.

3.1: Emotions and Feelings
3.2: Emotional Intelligence
3.3: What are the theories of multiple intelligences and emotional intelligence?

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3.1: Emotions and Feelings

Learning Outcomes

- Explain the interrelationships among emotions and feelings.
- Describe emotional awareness and its importance to interpersonal communication.
- Differentiate between “I” and “You” statements.
- Explain the concept of emotional intelligence.

To start our examination of the idea of emotions and feelings and how they relate to harmony and discord in a relationship, it’s important to differentiate between emotions and feelings. Emotions are our reactions to stimuli in the outside environment. **Emotions**, therefore, can be objectively measured by blood flow, brain activity, and nonverbal reactions to things. **Feelings**, on the other hand, are the responses to thoughts and interpretations given to emotions based on experiences, memory, expectations, and personality. So, there is an inherent relationship between emotions and feelings, but we do differentiate between them. Table 3.1.1 breaks down the differences between the two concepts.

Table 3.1.1: **The Differences of Emotions and Feelings**

Feelings:	**Emotions:**
Feelings tell us “**how to live**.”	Emotions tell us **what** we “**like**” and “**dislike**.”
Feelings state: “There is a **right** and **wrong** way **to be**."	Emotions state: “There are **good** and **bad actions**.”
Feelings state: “**your emotions matter**.”	Emotions state: “**The external world matters**.”
Feelings establish our **long-term attitude** toward reality.	Emotions establish our **initial attitude** toward reality.
Feelings alert us to **anticipated dangers** and prepares us for action.	Emotions alert us to **immediate dangers** and prepare us for action.
Feelings ensure **long-term survival** of self (body and mind).	Emotions ensure **immediate survival** of self (body and mind).
Feelings are Low-key but **Sustainable**.	**Emotions are Intense** but **Temporary**.
Happiness: is a feeling.	**Joy**: is an emotion.
Worry: is a feeling.	**Fear**: is an emotion.
Contentment: is a feeling.	**Enthusiasm**: is an emotion.
Bitterness: is a feeling.	**Anger**: is an emotion.
Love: is a feeling.	**Lust**: is an emotion.
Depression: is a feeling.	**Sadness**: is an emotion.

It’s important to understand that we are all allowed to be emotional beings. Being emotional is an inherent part of being a human. For this reason, it’s important to avoid phrases like “don’t feel that way” or “they have no right to feel that way.” Again, our emotions are our emotions, and, when we negate someone else’s emotions, we are negating that person as an individual and taking away their right to emotional responses. At the same time, though, no one else can make you “feel” a specific way. Our emotions are our emotions. They are how we interpret and cope with life. A person may set up a context where you experience an emotion, but you are the one who is still experiencing that emotion and allowing yourself to experience that emotion. If you don’t like “feeling” a specific way, then change it. We all have the ability to alter our emotions. Altering our emotional states (in a proactive way) is how we get through life. Maybe you just broke up with someone, and listening to music helps you work through the grief you are experiencing to get to a better place. For others, they need to openly communicate about how they are feeling in an effort to process and work through emotions. The worst thing a person can do is attempt to deny that the emotion exists.

Think of this like a balloon. With each breath of air you blow into the balloon, you are bottling up more and more emotions. Eventually, that balloon will get to a point where it cannot handle any more air in it before it explodes. Humans can be the same way with emotions when we bottle them up inside. The final breath of air in our emotional balloon doesn't have to be big or intense. However, it can still cause tremendous emotional outpouring that is often very damaging to the person and their interpersonal relationships with others.

Other research has demonstrated that handling negative emotions during conflicts within a marriage (especially on the part of the wife) can lead to faster de-escalations of conflicts and faster conflict mediation between spouses.[16]

Emotional Awareness

Sadly, many people are just completely unaware of their own emotions. **Emotional awareness**, or an individual's ability to clearly express, in words, what they are feeling and why, is an extremely important factor in effective interpersonal communication. Unfortunately, our emotional vocabulary is often quite limited. One extreme version of not having an emotional vocabulary is called **alexithymia**, "a general deficit in emotional vocabulary—the ability to identify emotional feelings, differentiate emotional states from physical sensations, communicate feelings to others, and process emotion in a meaningful way."17 Furthermore, there are many people who can accurately differentiate emotional states but lack the actual vocabulary for a wide range of different emotions. For some people, their emotional vocabulary may consist of good, bad, angry, and fine. Learning how to communicate one's emotions is very important for effective interpersonal relationships.[18] First, it's important to distinguish between our emotional states and how we interpret an emotional state. For example, you can feel sad or depressed, but you really cannot feel alienated. Your sadness and depression may lead you to perceive yourself as alienated, but alienation is a perception of one's self and not an actual emotional state. There are several evaluative terms that people ascribe themselves (usually in the process of blaming others for their feelings) that they label emotions, but which are in actuality evaluations and not emotions. Table 3.1.2: presents a list of common evaluative words that people confuse for emotional states.

Table 3.1.2: **Evaluative Words Confused for Emotions**

Abandoned	Cornered	Mistreated	Scorned
Abused	Devalued	Misunderstood	Taken for granted
Affronted	Diminished	Neglected	Threatened
Alienated	Distrusted	Overworked	Thwarted
Attacked	Humiliated	Patronized	Tortured
Belittled	Injured	Pressured	Unappreciated
Betrayed	Interrupted	Provoked	Unheard
Boxed-in	Intimidated	Put away	Unseen
Bullied	Let down	Putdown	Unsupported
Cheated	Maligned	Rejected	Unwanted
Coerced	Manipulated	Ridiculed	Used
Co-opted	Mocked	Ruined	Wounded

Instead, people need to avoid these evaluative words and learn how to communicate effectively using a wide range of emotions. Tables \(\PageIndex{3}\): and 3.1.4: provide a list of both positive and negative feelings that people can express. Go through the list considering the power of each emotion. Do you associate light, medium, or strong emotions with the words provided on these lists? Why? There is no right or wrong way to answer this question. Still, it is important to understand that people can differ in their interpretations of the strength of different emotionally laden words. If you don't know what a word means, you should look it up and add another word to your list of feelings that you can express to others.

Table 3.1.3: **Positive Emotions**

Absorbed	Eager	Happy	Rapturous
Adventurous	Ebullient	Helpful	Refreshed
Affectionate	Ecstatic	Hopeful	Relaxed
Aglow	Effervescent	Inquisitive	Relieved
Alert	Elated	Inspired	Sanguine
Alive	Enchanted	Intense	Satisfied
Amazed	Encouraged	Interested	Secure
Amused	Energetic	Intrigued	Sensitive
Animated	Engrossed	Invigorated	Serene
Appreciative	Enlivened	Involved	Spellbound
Ardent	Enthusiastic	Jovial	Splendid
Aroused	Euphoric	Joyous	Stimulated
Astonished	Excited	Jubilant	Sunny
Blissful	Exhilarated	Keyed-up	Surprised
Breathless	Expansive	Lively	Tender
Buoyant	Expectant	Loving	Thankful
Calm	Exultant	Mellow	Thrilled
Carefree	Fascinated	Merry	Tickled Pink
Cheerful	Free	Mirthful	Touched
Comfortable	Friendly	Moved	Tranquil
Complacent	Fulfilled	Optimistic	Trusting
Composed	Genial	Overwhelmed	Upbeat
Concerned	Glad	Peaceful	Vibrant
Confident	Gleeful	Perky	Warm
Content	Glorious	Pleasant	Wonderful
Cool	Glowing	Pleased	Zippy
Curious	Good-humored	Proud	
Dazzled	Grateful	Quiet	
Delighted	Gratified	Radiant	

Table 3.1.4: Negative Emotions

Agitated	Dismayed	Intense	Shameful
Alarmed	Displeased	Irate	Shocked
Angry	Disquieted	Irked	Skeptical
Anguished	Disturbed	Irritated	Sleepy
Annoyed	Distressed	Jealous	Sorrowful
Antagonistic	Downcast	Jittery	Sorry
Anxious	Downhearted	Keyed-up	Spiritless
Apathetic	Dull	Lazy	Spiteful
Appalled	Edgy	Leery	Startled
Apprehensive	Embarrassed	Lethargic	Sullen
Aroused	Embittered	Listless	Surprised
Ashamed	Exasperated	Lonely	Suspicious
Beat	Exhausted	Mad	Tearful
Bewildered	Fatigued	Mean	Tepid
Bitter	Fearful	Melancholy	Terrified
Blah	Fidgety	Miserable	Ticked off
Blue	Forlorn	Mopey	Tired
Bored	Frightened	Morose	Uncomfortable
Brokenhearted	Frustrated	Mournful	Unconcerned
Cold	Galled	Nettled	Uneasy
Concerned	Gloomy	Numb	Unglued
Confused	Grim	Overwhelmed	Unhappy
Cool	Grouchy	Panicky	Unnerved
Crabby	Guilty	Passive	Unsteady
Cranky	Harried	Perplexed	Upset
Cross	Heavy	Pessimistic	Uptight
Dejected	Helpless	Petulant	Vexed
Depressed	Hesitant	Puzzled	Weary
Despairing	Hopeless	Rancorous	Weepy
Despondent	Horrified	Repelled	Withdrawn
Disaffected	Hostile	Resentful	Woeful
Disenchanted	Hot	Restless	Worried
Disappointed	Humdrum	Sad	Wretched

Discouraged	Hurt	Scared	Sensitive
Disgruntled	Ill-Tempered	Seething	Shaky

The Problem of You Statements

According to Marshall Rosenberg, the father of nonviolent communication, “You” statements ultimately are moralistic judgments where we imply the wrongness or badness of another person and the way they have behaved.[19] When we make moralistic judgments about others, we tend to deny responsibility for our thoughts, feelings, and behaviors. Remember, when it comes to feelings, no one can “make” you feel a specific way. We choose the feelings we inhabit; we do not inhabit the feelings that choose us. When we make moralistic judgments and deny responsibility, we end up in a constant cycle of defensiveness where your individual needs are not going to be met by your relational partner. Behind every negative emotion is a need not being fulfilled, and when we start blaming others, those needs will keep getting unfilled in the process. Often this lack of need fulfillment will result in us demanding someone fulfill our need or face blame or punishment. For example, “if you go hang out with your friends tonight, I’m going to hurt myself and it will your fault.” In this simple sentence, we see someone who disapproves of another’s behaviors and threatens to blame their relational partner for the individual’s behavior. In highly volatile relationships, this constant blame cycle can become very detrimental, and no one’s needs are getting met.

However, just observing behavior and stating how you feel only gets you part of the way there because you’re still not describing your need. Now, when we talk about the idea of “needing” something, we are not talking about this strictly in terms of Maslow’s Hierarchy of Needs, though those are all entirely appropriate needs. At the same time, relational needs are generally not rewards like tangible items or money. Instead, Marshall Rosenberg categorizes basic needs that we all have falling into the categories: autonomy, celebration, play, spiritual communion, physical nurturance, integrity, and interdependence (Table 3.1.5). As you can imagine, any time these needs are not being met, you will reach out to get them fulfilled. As such, when we communicate about our feelings, they are generally tied to an unmet or fulfilled need. For example, you could say, “I feel dejected when you yell at me because I need to be respected.” In this sentence, you are identifying your need, observing the behavior, and labeling the need. Notice that there isn’t judgment associated with identifying one’s needs.

Table 3.1.5: **Needs**

Autonomy	• to choose one's dreams, goals, values • to choose one's plan for fulfilling one's dreams, goals, values
Celebration	• to celebrate the creation of life and dreams fulfilled • to celebrate losses: loved ones, dreams, etc. (mourning)
Play	• fun • laughter
Spiritual Communion	• beauty • harmony • inspiration • order • peace
Physical Nurturance	• air • food • movement, exercise • protection from life-threatening forms of life: viruses, bacteria, insects, predatory animals • rest • sexual expression • shelter • touch • water
Integrity	• authenticity • creativity • meaning • self-worth
Interdependence	• acceptance • appreciation • closeness • community • consideration • contribution to the enrichment of life (to exercise one's power by giving that which contributes to life) • emotional safety • empathy • honesty (the empowering honest that enables us to learn from our limitations) • love • reassurance • respect • support • trust • understanding • warmth

Emotional Intelligence

In Chapter 3, we first discussed the concept of emotional intelligence. However, it’s important to revisit this concept before we move on. In Chapter 3, we defined **emotional intelligence** (EQ) as an individual’s appraisal and expression of their emotions and the emotions of others in a manner that enhances thought, living, and communicative interactions. Furthermore, we learned that EQ

is built by four distinct emotional processes: perceiving, understanding, managing, and using emotions.[20] Although we are talking about the importance of EQ, take a minute and complete Table 3.1.6, which is a simple 20- item questionnaire designed to help you evaluate your own EQ.

Example: Emotional Intelligence Questionnaire

Read the following questions and select the answer that corresponds with your perception. Do not be concerned if some of the items appear similar. Please use the scale below to rate the degree to which each statement applies to you.

Strongly Disagree - 1	**Disagree - 2**	**Neutral - 3**	**Agree - 4**	**Strongly Agree - 5**

1. I am aware of my emotions as I experience them. _____
2. I easily recognize my emotions. _____
3. I can tell how othersarefeeling simply by watching their body movements. _____
4. I can tell how others are feeling by listening to their voices. _____
5. When I look at people's faces, I generally know how they are feeling. _____
6. When my emotions change, I know why. _____
7. I understand that my emotional state is rarely comprised of one single emotion. _____
8. When I am experiencing an emotion, I have no problem easily labeling that emotion. _____
9. It's completely possible to experience two opposite emotions at the same time (e.g., love & hate; awe & fear; joy & sadness). _____
10. I can generally tell whenmyemotional state is shifting from one emotion toanother. _____
11. I don't let my emotions get the best of me. _____
12. I have control over my own emotions. _____
13. I can analyze my emotions and determine if they are reasonable or not. _____
14. I can engage or detach from an emotion depending on whether I find it informative or useful. _____
15. When I'm feeling sad, I know how to seek out activities that will make me happy. _____
16. I can create situations that will cause others to experience specific emotions. _____
17. I can use my understanding of emotions to have more productive interactions with others. _____
18. I know how to make other people happy or sad. _____
19. I often lift people's spirits when they are feeling down. _____
20. I know how to generate negative emotions and enhance pleasant ones in my interactions with others. _____

Scoring

Understanding Emotions	Add scores for items 6, 7, 8, 9, & 10 = _____
Managing Emotions	Add scores for items 11, 12, 13, 14, & 15 = _____
Using Emotions	Add scores for items 16, 17, 18, 19, & 2 = _____

Interpretation

Each of the four parts of the EQ Model can have a range of 5 to 25.

Scores under 11 represent low levels of EQ for each aspect.

Scores between 12 and 18 represent average levels of EQ.

Scores 19 and higher represent high levels of EQ.

Research Spotlight

In 2020, researchers Anna Wollny, Ingo Jacobs, and Luise Pabel set out to examine the impact that trait EQ has on both relationship satisfaction and dyadic coping. Dyadic coping is based on Guy Bodenmann's Systemic Transactional Model (STM), which predicts that stress in dyadic relationships is felt by both partners.[21] So, if one partner experiences the stress of a job loss, that stress really impacts both partners. As a result, both partners can engage in mutual shared problem-solving or joint emotion-regulation.[22] According to Bodenmann, there are three different common forms of dyadic coping:

1. Positive dyadic coping involves the provision of problem-and emotion-focused support and reducing the partner's stress by a new division of responsibilities and contributions to the coping process.
2. Common dyadic coping (i.e., joint dyadic coping) includes strategies in which both partners jointly engage to reduce stress (e.g., exchange tenderness, joint problem-solving).
3. Negative dyadic coping comprises insufficient support and ambivalent or hostile intervention attempts (e.g., reluctant provision of support while believing that the partner should solve the problem alone).[23]

In the Wollny et al. (2000) study, the researchers studied 136 heterosexual couples. Trait EQ was positively related to relationship satisfaction. Trait EQ was positively related to positive dyadic coping and common dyadic coping but not related to negative dyadic coping.

Wollny, A., Jacobs, I., & Pabel, L. (2020, 2020/01/02). Trait emotional intelligence and relationship satisfaction: The mediating role of dyadic coping. The Journal of Psychology, 154(1), 75-93. https://doi.org/10.10 80/00223980.2019.1661343

Letting Go of Negative Thoughts

We often refer to these negative thoughts as vulture statements (as discussed in Chapter 3).24 Some of us have huge, gigantic vultures sitting on our shoulders every day, and we keep feeding them with all of our negative thoughts. Right when that thought enters your head, you have started to feed that vulture sitting on your shoulders.

Unfortunately, many of us will focus on that negative thought and keep that negative thought in our heads for a long period. It's like have a bag full of carrion, and we just keep lifting it to the vulture, who just keeps getting fatter and fatter, weighing you down more and more.

Every time we point out a negative thought instead of harping on that thought, we take a pause and stop feeding the vulture. Do this long enough, and you will see the benefits to your self-concept. Furthermore, when we have a healthy self-concept, we also have stronger interpersonal relationships.[25]

Positive Emotions During Conflict

Researchers have found that serious relationship problems arise when those in the relationship are unable to reach beyond the immediate conflict and include positive as well as negative emotions in their discussions. In a landmark study of newlywed couples, for example, researchers attempted to predict who would have a happy marriage versus an unhappy marriage or a divorce, based on how the newlyweds communicated with each other. Specifically, they created a stressful conflict situation for couples. The researchers then evaluated how many times the newlyweds expressed positive emotions and how many times they expressed negative emotions in talking with each other about the situation.

When the marital status and happiness of each couple were evaluated over the next six years, the study found that the strongest predictor of a marriage that stayed together and was happy was the degree of positive emotions expressed during the conflict situation in the initial interview.[26]

In happy marriages, instead of always responding to anger with anger, the couples found a way to lighten the tension and to de-escalate the conflict. In long-lasting marriages, during stressful times or in the middle of conflict, couples were able to interject some positive comments and positive regard for each other. When this finding is generalized to other types of interpersonal relationships, it makes a strong case for having some positive interactions, interjecting some humor, some light-hearted fun, or some playfulness into your conversation while you are trying to resolve conflicts.

Key Takeaways

- Emotions are our physical reactions to stimuli in the outside environment; whereas, feelings are the responses to thoughts and interpretations given to emotions based on experiences, memory, expectations, and personality.
- Emotional awareness involves an individual's ability to recognize their feelings and communicate about them effectively. One of the common problems that some people have with regards to emotional awareness is a lack of a concrete emotional vocabulary for both positive and negative feelings. When people cannot adequately communicate about their feelings, they will never get what they need out of a relationship.
- One common problem in interpersonal communication is the overuse of "You" statements. "I" statements are statements that take responsibility for how one is feeling. "You" statements are statements that place the blame of one's feelings on another person. Remember, another person cannot make you feel a specific way. Furthermore, when we communicate "you" statements, people tend to become more defensive, which could escalate into conflict.
- Emotional intelligence is the degree to which an individual has the ability to perceive (recognizing emotions when they occur), understand (the ability to understand why emotions and feelings arise), communicate (articulating one's emotions and feelings to another person), and manage emotions and feelings (being able to use emotions effectively during interpersonal relationships).

Exercises

1. Think of an extreme emotion you've felt recently. Explain the interrelationships between that emotion, your thoughts, and your feelings when you experienced that extreme emotion.
2. Complete the Emotional Intelligence Questionnaire. What areas are your strengths with regard to EQ? What areas are your weaknesses? How can you go about improving your strengths while alleviating your weaknesses?
3. Think of a conflict you've had with a significant other in your relationship. How many of the statements that were made during that conflict were "You" statements as compared to "I" statements? How could you have more clearly expressed your feelings and link them to your needs?

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3.2: Emotional Intelligence

Learning Objective

- Understand how emotional intelligence can impact your career success.

Emotional intelligence is a topic that has been researched since the early 1990s and has been found to be an important indicator of life and career success. In fact, our book is written around the ability to develop emotional intelligence skills. **Emotional intelligence (EQ)** refers to a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions.[1] This is different from **intelligence quotient (IQ)** in that IQ measures intelligence based on a score derived from intelligence tests. The other main difference between the two is that IQ is stable over a lifetime, while EQ can grow and develop over time.

The original researchers of EQ, John Mayer and Peter Salovey,[2] provided the first hint of emotional intelligence in their research, but much of the later research on emotional intelligence was done by Daniel Goleman.[3] According to Goleman, there are four main aspects to emotional intelligence, which we will discuss later in this section. First, why is emotional intelligence necessary for success?

To begin with, different from what was previously thought, IQ is not a good predictor of job performance, happiness, or success. Goleman points out that if this myth were true, everyone who graduated at the top of their class with honors would be the most successful people. Because we know this isn't the case, we know qualities other than just IQ can help predict success. Research by Travis Bradberry and Jean Greves has shown that EQ makes up 58 percent of our job requirements and is the single biggest predictor of performance in the workplace and the strongest driver of leadership and personal excellence.[4] Their research also showed that 90 percent of high performers at work had high EQ, while 20 percent of low performers had low EQ. In other words, you can be a high performer at work without EQ, but the chances are slimmer with low EQ.[5] EQ research by Bradberry and Greves shows a link between higher EQ and higher salary. In fact, for every point increase in EQ, there is a $1,300 per year increase in salary.[6]

In one study performed by Virginia Tech,[7] six hundred undergraduate computer science students and twenty institutions participated in a survey that measured emotional intelligence and the ability to handle demanding curriculum. Although emotional intelligence was not directly linked to academic success in the study, students with higher levels of emotional intelligence had more self-efficacy (belief in one's own ability), which allowed them to handle problems better—creating higher academic success. For example, the ability to read body language and understand when someone is sad or mad and needs to talk is an emotional intelligence skill. These skills enable us to interact with others successfully. Consider a person who does not have a "filter" and continually puts down others and says exactly what is on their mind, even if it is hurtful. This clear lack of emotional intelligence affects this person's ability to have good, healthy relationships, both at work and in their personal life.

So, we know that emotional intelligence is important for success at work, at school, and in our personal lives. Let's discuss the four main components of EQ:

1. **Self-awareness. Self-awareness** refers to a person's ability to understand their feelings from moment to moment. It might seem as if this is something we know, but we often go about our day without thinking or being aware of our emotions that impact how we behave in work or personal situations. Understanding our emotions can help us reduce stress and make better decisions, especially when we are under pressure. In addition, knowing and recognizing our own strengths and weaknesses is part of self-awareness. Assume that Patt is upset about a new process being implemented in the organization. Lack of self-awareness may result in her feeling angry and anxious, without really knowing why. High self-awareness EQ might cause Patt to recognize that her anger and anxiety stem from the last time the organization changed processes and fifteen people got laid off. Part of self-awareness is the idea of positive **psychological capital**, which can include emotions such as hope; optimism, which results in higher confidence; and resilience, or the ability to bounce back quickly from challenges.[8] Psychological capital can be gained through self-awareness and self-management, which is our next area of emotional intelligence.
2. **Self-management. Self-management** refers to our ability to manage our emotions and is dependent on our self-awareness ability. How do we handle frustration, anger, and sadness? Are we able to control our behaviors and emotions? Self-management also is the ability to follow through with commitments and take initiative at work. Someone who lacks self-

awareness may project stress on others. For example, say that project manager Mae is very stressed about an upcoming Monday deadline. Lack of self-management may cause Mae to lash out at people in the office because of the deadline. Higher EQ in this area might result in Mae being calm, cool, and collected—to motivate her team to focus and finish the project on time.

3. **Social awareness. Social awareness** is our ability to understand social cues that may affect others around us. In other words, understanding how another is feeling, even if we do not feel the same way. Social awareness also includes having empathy for another, recognizing power structure and unwritten workplace dynamics. Most people high on social awareness have charisma and make people feel good with every interaction. For example, consider Erik's behavior in meetings. He continually talks and does not pick up subtleties, such as body language. Because of this, he can't understand (or even fathom) that his monologues can be frustrating to others. Erik, with higher EQ in social awareness, may begin talking but also spend a lot of time listening and observing in the meeting, to get a sense of how others feel. He may also directly ask people how they feel. This demonstrates high social awareness.
4. **Relationship management. Relationship management** refers to our ability to communicate clearly, maintain good relationships with others, work well in teams, and manage conflict. Relationship management relies on your ability to use the other three areas of EQ to manage relationships effectively. Take Caroline, for example. Caroline is good at reading people's emotions and showing empathy for them, even if she doesn't agree. As a manager, her door is always open and she makes it clear to colleagues and staff that they are welcome to speak with her anytime. If Caroline has low EQ in the area of relationship management, she may belittle people and have a difficult time being positive. She may not be what is considered a good team player, which shows her lack of ability to manage relationships.

emotional intelligence for success

Video 3.2.1: https://www.youtube.com/watch?v=wJhfKYzKc0s

Author and Pulitzer Prize nominee Daniel Goleman discusses the importance of emotional intelligence in career success.

To increase our self-awareness skills, we should spend time thinking about our emotions to understand why we experience a specific emotion. We should look at those things that cause a strong reaction, such as anger to help us understand the underlying reasons for that reaction. By doing this, we can begin to see a pattern within ourselves that helps explain how we behave and how we feel in certain situations. This allows us to handle those situations when they arise.

To increase our self-management skills, we can focus on the positive instead of the negative. Taking deep breaths increases blood flow, which helps us handle difficult situations. Although seemingly childish, counting to ten before reacting can help us manage emotions such as anger. This gives us time to calm down and think about how we will handle the situation. Practicing positive **self-talk** can help increase our self-management. Self-talk refers to the thoughts we have about ourselves and situations throughout the

day. Since we have over 50,000 thoughts per day,[9] getting into the habit of managing those thoughts is important. By recognizing the negative thoughts, we can change them for the positive. The following are some examples:

Positive	Negative
I made a mistake.	I am, or that was, dumb.
I need some work on xx skills.	I am an idiot.
It may take a bit more effort to show them what I have to offer.	They will never accept me.
I need to reprioritize my to do list.	I will never be able to get all of this done.
Let me see what seminars and training are available.	I just don't have the knowledge required to do this job.

Increasing social awareness means to observe others' actions and to watch people to get a good sense of how they are reacting. We can gain social awareness skills by learning people's names and making sure we watch body language. Living in the moment can help our interactions with others as well. Practicing listening skills and asking follow-up questions can also help improve our social awareness skills.

Strategies for relationship management might include being open, acknowledging another's feelings, and showing that you care. Being willing to listen to colleagues and employees and understanding them on a personal level can help enhance relationship management skills. Being willing to accept feedback and grow from that feedback can help people be more comfortable talking with you.

The importance of emotional intelligence, as we introduced at the start of this section, is imperative to being successful at work. Figuring out a plan on how we can increase our emotional intelligence skills can also benefit us personally in our relationships with others.

Emotional intelligence is the key to everything we will discuss throughout the book, and each aspect of our discussion relates back to emotional intelligence, as you can see from Figure 3.2.1.

Figure 3.2.1: *Emotional intelligence applies to all areas of our lives, both professionally and personally. We will be discussing each of these emotional intelligence aspects throughout the book.*(Copyright; author via source)

Key Takeaways

- Emotional intelligence (EQ) is different from intelligence quotient (IQ) in that EQ can help predict career success and can be improved over time, whereas IQ is stable over time.
- Emotional intelligence consists of four main components. Self-awareness is the first. This level of intelligence comprises the ability to understand one's own emotions and reactions to those emotions.
- Self-management refers to the ability to manage one's reactions and emotions.
- Social awareness refers to one's ability to read body language and social cues to develop positive relationships both professionally and personally.
- Relationship management skills require all of the three mentioned skills. This skill allows us to handle conflict and get along with others.
- EQ is important because the majority of successful people have both appropriate IQ levels for their job and EQ skills.

Exercises 3.2.1

1. Reread the opening case. What emotional intelligence issues do you think Lynn will address with Reegan when they meet? If you were Lynn, what recommendations would you make to Reegan?
2. Visit http://www.queendom.com/tests/access_page/index.htm?idRegTest=3037 (you do not need to register) and take the 146-question quiz on emotional intelligence, which should take about an hour. Then answer the following questions:
   a. Why do you think EQ predicts more career success than IQ?
   b. What were the results of the quiz? Do you agree with them?

c. Formulate a plan to improve your emotional intelligence skills, with at least three goals and strategies to reach those goals.

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3.3: What are the theories of multiple intelligences and emotional intelligence?

By Meagan Keith

Learning Objectives

- recognize and define Gardner's ten intelligences
- distinguish traditional views of intelligence (e.g., IQ) from Multiple Intelligences and Emotional Intelligence
- identify which kind of learning is best for them (e.g., visual, kinesthetic, etc.)

What is intelligence?

The traditional view of intelligence has always been that people are born with a fixed amount of intelligence in which that level does not change over a lifetime (Hampton, 2008). Under the traditional view of intelligence, intelligence consists of two abilities—logic and language. Short answer tests, such as the Stanford-Binet Intelligence Test and the Scholastic Aptitude Test, are common ways of measuring intelligence.

However, in the past twenty years or so, a more modern view of intelligence has begun to replace existing traditional views. Extensive research has shown that it is, indeed, possible to have more than one intelligence and that the level of intelligence can change over a lifetime. This theory of intelligence is called Multiple Intelligences as created by Howard Gardner, Ph.D., a psychologist and professor of neuroscience from Harvard University.

According to Gardner, “Intelligence is the ability to respond successfully to new situations and the capacity to learn from one’s past experiences” (Hampton, 2008). Gardner believes that, “we all possess at least [seven] unique intelligences through which we are able to learn and teach new information” (Hampton, 2008). He believes that “we can all improve each of the intelligences, though some people will improve more readily in one intelligence area than the others” (Hampton, 2008).

Gardner does not believe in short-answer tests to measure intelligence because “short answer tests do not measure disciplinary mastery or deep understanding, rather they measure root memorization skills and only one’s ability to do well on short-answer tests” (Hampton, 2008). Assessments that value the process over the final answer, such as the Performance Assessment in Math (PAM) and the Performance Assessment in Language (PAL), are more accurate measures of intelligence in Gardner’s theory than short-answer tests.

Introduction to Multiple Intelligences

In 1983 Howard Gardner proposed his theory of multiple intelligences in the book Frames of the Mind: The Theory of Multiple Intelligences. In his book, Gardner proposes that there are seven possible intelligences—linguistic intelligence, logical-mathematical intelligence, musical intelligence, bodily-kinesthetic intelligence, visual-spatial intelligence, interpersonal intelligence, and intrapersonal intelligence. Gardner would go on to add three more intelligences to his list—naturalist intelligence, spiritual intelligence, and existential intelligence—in his later book Intelligence Reframed: Multiple Intelligence for the 21st Century (1999).

According to the *Educational Researcher*, to arrive at Gardner’s first seven intelligences Gardner and his colleagues examined literature on the “development of cognitive capacities in normal individuals, the breakdown of cognitive capacities under various kinds of organic pathology, and the existence of abilities in ‘special populations,’ such as prodigies, autistic individuals, idiots savants, and learning disabled children” (Gardner & Hatch, 1989).

Gardner and his colleagues also examined literature on “forms of intellect that exist in different species, forms of intellect valued in different cultures, the evolution of cognition across the millennia, as well as two forms of psychological evidence—the results of factor-analytic studies of human cognitive capacities and the outcome of studies of transfer and generalization” (Gardner & Hatch, 1989).

Intelligences that appeared repeatedly in Gardner’s research were added to a provisional list, whilst intelligences only appearing once or twice were discarded. Gardner claimed that, “as a species, human beings have evolved over the millennia to carry out at least these seven forms of thinking” on his provisional list (Gardner & Hatch, 1989).

Multiple Intelligences Defined

Linguistic intelligence is the ability to learn languages and use language to express what is on one's mind and to understand people. Those who have high linguistic intelligence are well-developed in verbal skills and have sensitivity to sounds, meanings and rhythms of words (Hampton, 2008). These kinds of people enjoy reading various kinds of literature, playing word games, making up poetry and stories, and getting into involved discussions with other people (Hampton, 2008).

Examples of people with high linguistic ability include poets, writers, public speakers, TV and radio newscasters, and journalists.

Logical-Mathematical intelligence is the ability to detect patterns, reason deductively, and think logically. Those who are "math smart" have the capacity to analyze problems logically, carry out mathematical operations, and investigate scientifically (Smith, 2008). Those with high Logical-Mathematical intelligence are highly capable of thinking conceptually and abstractly (Hampton, 2008). This kind of intelligence is often associated with scientific and mathematical thinking (Hampton, 2008).

Careers that "math smart" people tend to be employed in include computer technicians and programmers, accountants, poll takers, medical professionals, and math teachers (Smith, 2008).

Musical Intelligence is "the capacity to think in music, to be able to hear patterns, recognize them, and manipulate them" (Hampton, 2008). Those who are musically intelligent learn through sounds, rhythms, tones, beats, music produced by other people or present in the environment," according to Gardner (Hampton, 2008). Musically intelligent people also have the ability to perform, compose, and appreciate music and music patterns (Smith, 2008).

Jobs in which musical intelligence is a desired aptitude include advertising, music studio directors and recorders, singers and songwriters, conductors, and music teachers (Hampton, 2008).

Bodily-Kinesthetic intelligence is defined as "having the potential of using one's whole body or parts of the body to solve problems" (Smith, 2008). Those with high kinesthetic intelligence communicate well through body language and like to be taught through physical activity, hands-on learning, acting out, and role playing (Lane, n.d.). These kinds of people have a keen sense of body awareness and have the ability to use mental abilities to coordinate bodily movements (Smith, 2008).

Gymnasts, physical therapists, mechanics, athletes, builders, dancers, doctors, surgeons, nurses, and crafts persons tend to be highly kinesthetic.

Spatial intelligence "involves the potential to recognize and use patterns of wide space and more confined areas," according to Gardner (Smith, 2008). As well as, "the ability to manipulate and mentally rotate objects," adds Gardner (Thompson, 1999). Graphic artists, architects, and mapmakers tend to be highly spatially intelligent. These people are very aware of their environments.

Interpersonal intelligence is the capacity to understand the intentions, motivations, and desires of other people (Smith, 2008). These kinds of people are "people smart" and work well with others. Examples of people with high interpersonal intelligence include educators, salespeople, and religious and political leaders. Interpersonally intelligent people learn through personal interactions.

"[People with high interpersonal intelligence] probably have a lot of friends, show a great deal of empathy for other people, and exhibit a deep understanding of other people's viewpoints," according to *MI Indentified* (Hampton, 2008).

"**Intrapersonal intelligence** is the capacity to understand oneself, to appreciate one's feelings, fears and motivations," according to Gardner. "It involves have an effective working model of ourselves, and to be able to use such information to regulate our lives" according to *The Encyclopedia of Informal Education* (Smith, 2008). People who possess high intrapersonal intelligence are "self smart." These people know who they are, what they are capable of doing, how to react to things, what to avoid, and what they gravitate to (Hampton, 2008).

Psychologists, philosophers, social workers, and counselors are all examples of "self smart" careers.

Naturalist intelligence is defined as the ability to recognize and categorize plants, animals and other objects in nature (Hampton, 2008). Those with high naturalist intelligence include gardeners, biologists, birdwatchers, florists, horticulturists and more.

According to *EdWeb*, "People who are sensitive to changes in weather patterns or are adept at distinguishing nuances between large numbers of similar objects may be expressing naturalist intelligence abilities" (Carvin, n.d.). Naturalist intelligence is the

intelligence that presumably helped our ancestors survive—“to decide what to eat and what to run from” (Holmes, 2002).

Existential Intelligence is defined as the ability to be sensitive to, or having the capacity for, conceptualizing or tackling deeper or larger questions about human existence, such as what is the meaning of life? Why are we born? And why do we die (Wilson, 2005)? Existential intelligence is often called the “wondering smart” or the metaphysical intelligence.

The clearest definition of existential intelligence defined by Gardner is: “individuals who exhibit the proclivity to pose and ponder questions about life, death, and ultimate realities” (Wilson, 2005). However, Gardner has not fully committed himself to this ninth intelligence despite his book Intelligence Reframed: Multiple Intelligence for the 21st Century in which he first mentions the possible existence of a ninth intelligence.

Spiritual Intelligence according to Dr. Cynthia Davis, clinical and corporate psychologist and emotional intelligence business coach, “is the ultimate intelligence in which we address and solve problems of meaning and value, in which we can place our actions and our lives in a wider, richer, meaning-giving context, and the intelligence with which we can assess that one course of action or one life path is more meaningful than another” (Mindwise Pty Ltd, 2004) .

“Spiritual intelligence is the intelligence that which makes us whole, integral and transformative,” according to Danah Zohar, author of Spiritual Capital: Wealth We Can Live By (Spiritual Intelligence and Spirtual Health, 2008). Spiritual intelligence is not necessarily religious nor is it dependent upon religion as a foundation (Mindwise Pty Ltd, 2004). Characteristics of spiritual intelligence include the capacity to face and use suffering, the capacity to face and transcend pain, the capacity to be flexible, actively and spontaneously adaptive, and high self-awareness (Mindwise Pty Ltd, 2004).

Note

GARDNER'S THEORY OF MULTIPLE INTELLIGENCES

Linguistic Intelligence

“Word Smart”

Logical-Mathematical Intelligence

“Number/Reasoning smart”

Spatial Intelligence

“Picture Smart”

Bodily-Kinesthetic Intelligence

“Body Smart”

Musical Intelligence

“Music Smart”

Interpersonal Intelligence

“People Smart”

Intrapersonal Intelligence

“Self Smart”

Naturalist Intelligence

“Nature Smart”

Existential Intelligence

“Wondering Smart”

Spiritual Intelligence

“Spiritual Smart”

Conclusion to Multiple Intelligences

> **Note**
>
> "The single most important contribution education can make to a child's development is to help him towards a field where his talents best suit him, where he will be satisfied and competent."
>
> -Howard Gardner

Since the publication of Gardner's Frames of Mind: The Theory of Multiple Intelligences, Gardner's theory has been put into practice in schools all over the world. Gardner's theory teaches that teachers should not teach the same material to the entire class rather individualize instruction by identifying students' strengths and weaknesses.

One way of identifying students' strengths and weaknesses is to offer a multiple intelligence assessment. Multiple Intelligence assessments typically ask students/test takers to rank statements from 1-5 indicating how well that statement describes them ("5" being the statement describes you exactly, and "1" being the statement does not describe you at all). Statements might look like the ones below from Dr. Terry Armstrong's online assessment of strengths (Armstrong, n.d.):

- I pride myself on having a large vocabulary.
- Using numbers and numerical symbols is easy for me.
- Music is very important to me in my daily life.
- I always know where I am in relation to my home.
- I consider myself an athlete.
- I feel like people of all ages like me.
- I often look for weaknesses in myself that I see in others.
- The world of plants and animals is important to me.

Teachers can use assessments like Armstrong's to take an inventory of learner's skills so that they can tailor their teaching methods to their learner's strengths.

Introduction to Emotional Intelligence

Emotion can be any number of things. It can be anger, sadness, fear, enjoyment, love, surprise, disgust, or shame (Goleman, 2005, p. 289). Author of Emotional Intelligence, Daniel Goleman, suggests that emotion refers to a "feeling and its distinctive thoughts, psychological and biological states, and range of propensities to act" (Goleman, 2005, p. 289). But, the most fascinating part about emotions is that they are universal. People from cultures around the world all recognize the same basic emotions, even peoples presumably untainted by exposure to cinema or television (Goleman, 2005, p. 290).

There are two basic definitions of emotional intelligence. One is the Mayer-Salovey definition and the other, the Goleman definition. There are numerous other definitions of emotional intelligence floating about, especially on the net. However, none are as academically or scientifically accepted as Goleman's and Mayer and Salovey's.

Emotional Intelligence Defined

Mayer-Salovey Definition

The first two people to suggest that emotional intelligence is a true form of intelligence were Jack Mayer and Peter Salovey. Mayer and Salovey are leading researchers in the field of emotional intelligence. They first published their findings in a 1990 seminal article where they defining emotional intelligence as "the subset of social intelligence that involves the ability to monitor one's own and other's feelings and emotions," as well as, "the ability to discriminate among them and to use this information to guide one's thinking and actions" (Hein, 2007). Mayer and Salovey further described emotional intelligence as, "a set of skills hypothesized to contribute to the accurate appraisal and expression of emotion in oneself and in others, the effective regulation of emotion in self and others, and the use of feelings to motivate, plan, and achieve in one's life" (Hein, 2007).

Along with their definition of emotional intelligence, Mayer and Salovey proposed that there were four branches of emotional intelligence. Here is a compiled list of details from Mayer and Salovey's 1990 and 1997 articles on the four branches of emotional intelligence:

1. Perception Appraisal and Expression of Emotion

- Ability to identify emotions in faces, music, and stories (1990)
- Ability to identify emotion in one's physical states, feelings, and thoughts (1997)
- Ability to identify emotions in other people, designs, artwork, etc. through language, sound, appearance, and behavior (1997)
- Ability to discriminate between accurate and inaccurate, or honest vs. dishonest expressions of feeling (1997)

2. Emotional Facilitation of Thinking

- Ability to relate emotions to other mental sensations such as taste and color (1990)
- Ability to use emotion in reasoning and problem solving (1990)
- Emotions prioritize thinking by directing attention to important information (1997)
- Emotions are sufficiently vivid and available that they can be generated as aids to judgement and memory concerning feelings (1997)
- Emotional states differentially encourage specific problem-solving approaches such as when happiness facilitates inductive reasoning and creativity (1997)

3. Understanding and Analyzing Emotions; Employing Emotional Knowledge

- Ability to solve emotional problems such as knowing which emotions are similar, or opposites, and what relations that convey (1990)
- Ability to label emotions and recognize relations among the words and the emotions themselves, such as the relation between liking and loving (1997)
- Ability to interpret the meanings that emotions convey regarding relationships, such as that sadness often accompanies a loss (1997)
- Ability to understand complex feelings: simultaneous feelings of love and hate or blends such as awe as a combination of fear and surprise (1997)
- Ability to recognize likely transitions among emotions, such as the transition from anger to satisfaction or from anger to shame (1997)

4. Reflective Regulation of Emotions to Promote Emotional and Intellectual Growth

- Ability to understand the implications of social acts on emotions and the regulation of emotion in self and others (1990)
- Ability to stay open to feelings, both those that are pleasant and those that are unpleasant (1997)
- Ability to reflectively engage or detach from an emotion depending upon its judged informativeness or utility (1997)
- Ability to reflectively monitor emotions in relation to oneself and others, such as recognizing how clear, typical, influential or reasonable they are (1997)
- Ability to manage emotion in oneself and others by moderating negative emotions and enhancing pleasant ones, without repressing or exaggerating information they may convey (1997)

Goleman Defintion

Daniel Goleman, Ph.D., is another important figure in the field of emotional intelligence. Goleman is the successful author of New York Times bestsellers, Emotional Intelligence and Social Intelligence, as well as an internationally known psychologist. Goleman is currently working as a science journalist and frequently lectures to professional groups, business audiences, and on college campuses (Bio, 2009). Goleman is one of the foremost experts in emotional intelligence. In his book, Emotional Intelligence, Goleman defines emotional intelligence as, "a set of skills, including control of one's impulses, self-motivation, empathy and social competence in interpersonal relationships" (Goleman, 2005).

Goleman, like Mayer and Salovey, divided emotional intelligence into key components; three that pertained to oneself and two that pertained to how one relates to others (Gergen, 1999). Goleman's five key components of emotional intelligence are: Emotional self-awareness, managing emotions, motivating oneself, recognizing emotions in others, and handling relationships. Goleman, for the most part, agrees with Mayer and Salovey. However, in recent years, Goleman has favored a four component system as opposed to his original five components in 1995.

Five Key Components (Goleman, 2005, p. 43-44):

1. *Knowing one's emotions*

- Self-awareness—recognizing a feeling *as it happens*—is the keystone of emotional intelligence
- The ability to monitor feelings from moment to moment is crucial to psychological insight and self-understanding
- People who know their emotions have a surer sense of how they really feel about personal decisions from whom to marry to what job to take

2. *Managing emotions*

- Handling feelings so they are appropriate is an ability that builds on self-awareness
- People who are poor in this ability are constantly battling feelings of distress, while those who excel in it can bounce back far more quickly from life's setbacks and upsets

3. *Motivating oneself*

- Marshalling emotions in the service of a goal is essential for paying attention, for self-motivation and mastery, and for creativity
- People who have this skill tend to be more highly productive and effective in whatever they undertake

4. *Recognizing emotions in others*

- Empathy is the fundamental people skill
- People who are empathetic are more attuned to the subtle social signals that indicate what others need or want; this makes them better at callings such as caring professions, teaching, sales, and management

5. *Handling relationships*

- Skill in managing emotions in others
- These are the abilities that undergird popularity, leadership, and interpersonal effectiveness
- People who excel in these skills do well at anything that relies on interacting smoothly with others

Conclusion to Emotional Intelligence

In 1998, Goleman developed a set of guidelines for *The Consortium for Research on Emotional Intelligence in Organizations* that could be applied in the workplace and in schools. This set of guidelines is divided into four parts: preparation, training, transfer and maintenance, and evaluation. Each phase is equally as important as the last.

Some of the first guidelines pertain to assessment. Teachers should assess the class and individuals and inform them of their strengths and weaknesses. In delivering the assessment the teacher should try to be accurate and clear. They should also allow plenty of time for the student to digest and integrate the information (Cherniss, 1998). The teacher should provide feedback in a safe and supportive environment and avoid making excuses or downplaying the seriousness of the deficiencies (Cherniss, 1998).

Other guidelines include: maximizing learner choice, encouraging people to participate, linking learning goals to personal values, adjusting expectations, and gauging readiness (Cherniss, 1998). Teachers should foster a positive relationship between their students and themselves. They should make change self-directed; tailoring a learning program that meets individual needs and circumstances.

Teachers should also set clear goals and make the steps towards those goals manageable, and not too overly ambitious (Cherniss, 1998). Teachers should provide opportunities to practice the new behaviors they have learned. Then, teachers should provide periodic feedback on the learners' progress (Cherniss, 1998).

Teachers should rely on experiential methods of learning, such as activities that engage all the senses and that are dramatic and powerful, to aid learners in developing social and emotional competencies (Cherniss, 1998). Eventually, learners will develop a greater self-awareness. They should be able to understand how their thoughts, feelings, and behavior affect themselves and others at this point (Cherniss, 1998).

Note

The Self Science Curriculum

from Self Science: The Subject is Me by Karen F. Stone (Goleman, 2005, p. 305)

Main Components

Self-awareness:

obeserving yourself and recognizing your feelings; building a vocabulary for feelings; knowing the relationship between thoughts, feelings, and reactions

Personal Decision-making:

examining your actions and knowing their consequences; knowing if thought or feeling is ruling a decision; applying these insights to issues such a sex and drugs

Managing Feelings:

monitoring "self-talk" to catch negative messages such as internal put-downs; realizing what is behind a feeling (e.g., the hurt that underlies anger); finding ways to handle fears and anxieties, anger and sadness

Handling Stress:

learning the value of exercise, guided imagery, relaxation methods

Empathy:

understandign other peoples' feelings and concerns and taking their perspective; appreciating the differences in how people feel about things

Communications:

talking about feelings effectively; becoming a good listener and question-asker; distinguishing between what someone does or says and your own reactions or judgements about it; sending "I" messages instead of blame

Self-disclosure:

valuing openness and developing trust in a relationship; knowing when it is safe to risk talking about your private feelings

Insight:

identifing patterns in your emotional life and reactions; recognizing similar patterns in others

Self-acceptance:

feeling pride and seeing yourself in a positive light; recognizing your strengths and weaknesses; being able to laugh at yourself

Personal Responsibility:

taking responsibility; recognizing the consequences of your decisions and actions, accepting your feelings and moods, following through on commitments (e.g., studying)

Assertiveness:

stating your concerns and feelings without anger or passivity

Group dynamics:

cooperation; knowing when and how to lead, when to follow

Conflict resolution:

how to fight fair with other kids, with parents, with teachers; the win/win model for negotiating compromise

Exercise 3.3.1

1. Who is author of the theory of multiple intelligences?

(a) Daniel Goleman

(b) Howard Gardner

(c) Mayer and Salovey

(d) Reuven Bar-On

2. Mary loves reading, writing, and telling stories. Her favorite course in school is Language arts. What kind of learning would be best for Mary?

(a) Interpersonal

(b) Kinesthetic

(c) Linguistic

(d) Spatial

3. According to Mayer and Salovey, emotional facilitation of thinking is the ability to_____.

(a) Label emotions and recognize relations among the words and the emotions themselves, such as the relation between liking and loving

(b) Relate emotions to other mental sensations such as taste and color

(c) Use emotion in reasoning and problem solving

(d) Both B and C

4. Mr. Conway likes to incorporate lots of hands-on activities into his curriculum. His often asks his students to role-play in class projects. What type of learner is Mr. Conway?

(a) Interpersonal

(b) Intrapersonal

(c) Kinesthetic

(d) Spatial

5. What might be a traditional view of intelligence?

(a) Intelligence is fixed at birth

(b) Standardized tests such as the Stanford-Binet tests accurately measure intelligence

(c) There is only one way to measure intelligence

(d) All of the above

Answer

1. B
2. C
3. D
4. C
5. D

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CHAPTER OVERVIEW

4: Apply conflict management techniques to develop effective workplace relationships

4.1: Conflict is Normal

4.2: Responses to Conflict

4.3: Conflict Management I

4.4: Conflict Management II

4.5: Conflict Management Strategies

4.6: Power and Influence

4.7: Negotiation Failure- The Case of the PointCast

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4.1: Conflict is Normal

Learning Objectives

1. Describe the role of contradiction, negation, and rational unit in the thought of Friedrich Hegel
2. Identify two opposing models for characterizing conflict
3. List ways in which healthy conflict can benefit a group

That which is willed happens but rarely; in the majority of instances the numerous desired ends cross and conflict with one another, or these ends themselves are from the outset incapable of realization, or the means of attaining them are insufficient. Thus the conflicts of innumerable individual wills and individual actions in the domain of history produce a state of affairs entirely analogous to that prevailing in the realm of unconscious nature.

Friedrich Engels

I don't like that person. I'm going to have to get to know him better

Abraham Lincoln

A cartoon from the 1970s shows two women standing behind a couch where their husbands are sitting and watching a football game. One woman says to the other, “I thought they settled all that last year!” Do you suppose it would be nice if people could settle their differences once and for all, if conflict would just go away, and if everyone would just agree with each other and get along all the time?

Of course, those rosy developments aren’t going to take place. Conflict seems to stubbornly retain its position as part of the human landscape; you can hardly find a group of people who aren’t experiencing it right now or have never experienced it.

There’s reason to believe, too, that a moderate amount of conflict can actually be a healthy and necessary part of group life if it is handled productively and ethically. Amason, A. C. (1996). Distinguishing the effects of functional and dysfunctional conflict on strategic decision making: Resolving a paradox for top management teams. *Academy of Management Journal*, *39*, 123–148. We may actually be better off, in other words, if we experience conflict than if we don’t, provided that we turn it to advantage.

The 19th-century German philosopher Georg Wilhelm Friedrich Hegel believed that contradiction and negation, which constitute both causes and ingredients of conflict, lead every domain of reality toward higher rational unity. He wrote that each level of interaction among human beings, including those which take place in larger social structures, preserves the contradictions of previous levels as phases and subparts Pelczynski, A.Z. (1984). ‘The significance of Hegel’s separation of the state and civil society. In A.Z. Pelczynski (Ed.), *The State and Civil Society* (pp. 1–13). Cambridge: Cambridge University Press..

Much more recently, research by Jehn and Mannix, Jehn, K. A., & Mannix, E. A. (2001). The dynamic nature of conflict: A longitudinal study of intergroup conflict and group performance. *Academy of Management Journal*, *44*, 238–251. indicated that “effective teams over time are characterized by low but increasing levels of task conflict, low levels of relationship conflict with a rise toward the end of a project, and moderate levels of task conflict in the middle of the task timeline.”

Conflict and the Hope of Social Change

Many years ago one of the authors attended a multi-day workshop in New York City on how to promote international peace and reconciliation. After hearing a presentation at the workshop about nuclear proliferation and biological weapons, a participant asked, “Human history is full of violence, bloodshed, and cruelty. What hope do we have of ever saving ourselves?”

The presenter replied, “Yes, we’ve had violence and bloodshed and cruelty throughout history. And as long as there are differences between people and their opinions, the danger will exist that we’ll destroy ourselves, especially now that we have weapons that can wipe out our whole species. But the question isn’t, ‘Can we eliminate conflict?’ The question is really, ‘Can we accept conflict as part of the human condition and handle it so that we move forward instead of annihilating ourselves?’”

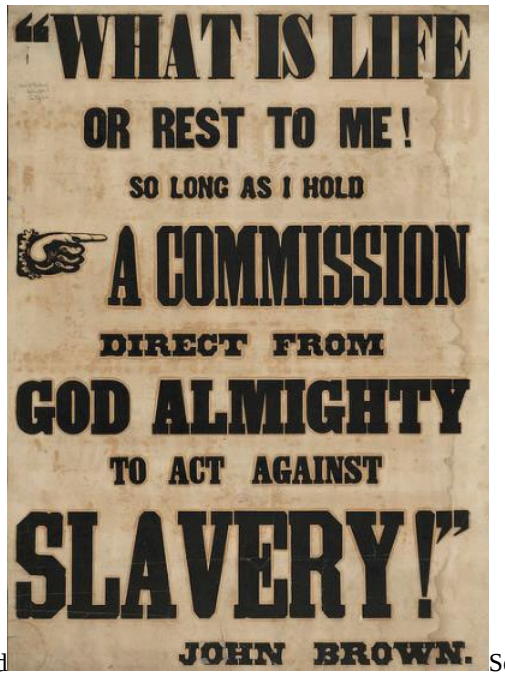

Figure \(\PageInd Source: www.flickr.com/photos/boston_public_library/7645379730/

The presenter then offered what she said were signs of hope that groups of people can, indeed, work through even profound differences without descending into chaos or perpetual hatred. Slavery was once considered a normal part of society, she said, but no more. Child labor, too, used to be considered acceptable. And miscegenation laws existed in the United States until 1967. The presenter's point here was that, with hard work, groups can overcome past evils and deficiencies if they're willing to work through the conflict that invariably crops up when individuals are asked to change their behavior.

Two Models of Conflict

The presenter in New York went on to say that we can conceive conflict in terms of two models. The first is the cancer model, which portrays conflict as an insidious and incessantly expanding element which if left to itself will inevitably overwhelm and destroy a group. If we accept this model, conflict must either be prevented, if possible, or extirpated if it does manage to take root.

In the friction model, by contrast, conflict is seen as a natural by-product of human relations. Any machine generates waste heat simply through the interaction of its component parts, and this heat seldom threatens to halt the actions of the machine as long as people conduct preventive and ongoing maintenance—adding oil, greasing joints, and so forth. Likewise, according to this model, groups inevitably produce conflict through the interaction of their members and need not fear that it will destroy them as long as they handle it wisely. Saul Alinsky, a prominent 20th-century community organizer, wrote these words in support of the friction model of conflict: "Change means movement. Movement means friction. Only in the frictionless vacuum of a nonexistent abstract world can movement or change occur without that abrasive friction of conflict."Alinsky, S. (1971). *Rules for radicals: A pragmatic primer for realistic radicals.* New York: Random House.

Benefits of Healthy Conflict

Without conflict, life in general can easily become stagnant and tedious. When conflict is absent in a group, it often means that people are silencing themselves and holding back their opinions. If group discussions are significant, rather than merely routine, then varying opinions about the best course of action should be expected to arise. If people suppress their opinions, on the other hand, groupthink may spread and the final result may not be the best solution.

One favorable feature of healthy conflict is that people engaged in it point out difficulties or weaknesses in proposed alternatives and work together to solve them. As noted in another section, a key to keeping conflict healthy is to make sure that discussion remains focused on the task rather than upon people's personalities.

If it is properly guided and not allowed to deteriorate into damaging forms, conflict can benefit a group in several ways. Besides broadening the range of ideas which group members take into consideration, it can help people clarify their own views and those of others so that they have a better chance of sharing a common understanding of issues. It can also help group members unearth erroneous assumptions about one another. Finally, it can actually make a group more cohesive as members realize they are surmounting difficulties together. In short, conflict is indeed normal.

Key Takeaway

- Conflict may be viewed as a pernicious and destructive element of group interaction, but considering it as a normal by-product of human relationships is a more accurate perspective.

Exercise 4.1.1

1. An adage says, “If you want an omelet, you have to break some eggs.” To what degree do you subscribe to this folk saying? What reservations, if any, do you have about how it has been or might be used with respect to social change?
2. Some conflict throughout history has spread perniciously, as the cancer model might suggest. Have you personally experienced such enlargement of conflict in a group? If so, what factors do you believe contributed to the situation? At what point did normal friction among the group’s members turn into a more harmful form of conflict?
3. Describe a situation in which you gained increased important understanding as a result of conflict in a group you were part of.

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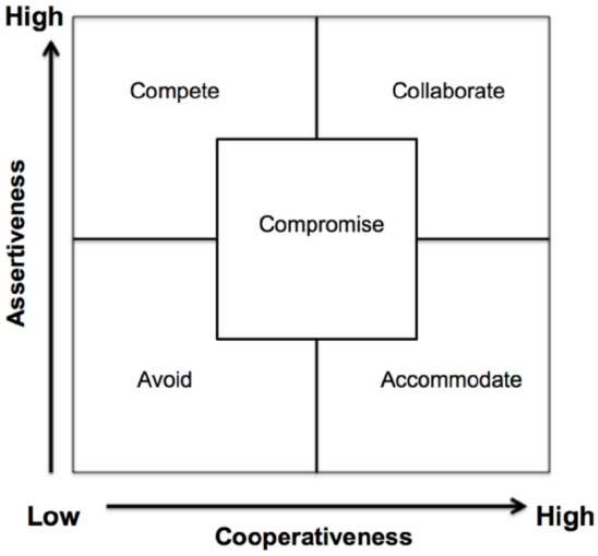
4.2: Responses to Conflict

Given these different approaches we have to conflict, two psychologists, Kenneth Thomas and Ralph Kilmann suggest that we have five options in responding to conflict.[1]



1.6.1: "Thomas and Kilmann Response to Conflict" (CC BY 4.0; J. Marteney)

As you can see on this diagram, the vertical access refers to the degree of assertiveness demonstrated by the person involved in the conflict ranging from low to high. The horizontal axis diagrams our level of cooperativeness from low to high. Given these we can see the five methods of conflict response described by Thomas and Killmann in the Kilmann Conflict Model.

Avoid: Low Assertiveness and Low Cooperativeness

1.6.2: "Alone Beautiful Dock" (CC0 1.0; Pexels via Needpix.com)

This is the action of not dealing with conflict. For whatever reason, you avoid the conflict. This action might range from totally avoiding any situation that involves conflict or merely postponing the conflict till another time. Do you dislike conflict and avoid it when you can? This action may not be totally negative as it might be a way to save time until you have more facts that you can utilize. This approach can be used when the actual issues are trivial or emotions are high. I want to see one movie, while my wife wants to see another. This is not that big a deal to me, it is a trivial decision, so I have no problem seeing the movie she suggested.

- **Benefits:** Reduce immediate stress and save the time that you would use in the conflict.
- **Costs:** Resentment and a buildup in hostility because of unresolved conflict.

Accommodating: Low Assertiveness and High Cooperativeness

1.6.3: "Submit" (CC BY-SA 3.0; Nick Youngson via Alpha Stock Images)

This is a response to conflict where we submit to others desires and positions. Since we have low assertiveness but want to be highly cooperative, we want to make others happy and are willing to go along with the opinions and decisions of others. How many times have you gone along with others so they will be happy and not be upset with you? When accommodating, we suppress our own desires and smooth things over. This action is taken when peace is more important than a real solution to the conflict. I want to go see one movie, while my wife wants to see another. I agree with her to go see the movie she wants. I think to myself, “Happy wife, happy life.”

- **Benefits:** Moves things along and build harmony
- **Costs:** Loss of credibility and influence

Competing: High Assertiveness and Low Cooperativeness

1.6.4: "Athlete Jumping over the Rod" (CC0 1.0; Pixabay via Pexels.com)

This response to conflict occurs when you have taken the stance to be totally assertive and uncooperative towards others. Here your focus is to get what you want regardless of the position of others. You may be standing up for your ideals, or just being stubborn. This creates a win-lose situation, where you fight to win and others lose. I want to go see one movie, while my wife wants to see another. We argue as I fight to convince her that we saw what she wanted to see last time and so it is now my turn.

- **Benefits:** This approach can be useful when you need to make a quick decision and you have the power to follow through with the decision.
- **Costs:** This approach can create strained relationships.

Collaborate: High Assertiveness and High Cooperativeness

1.6.5: "Achievement Business Cheer Up" (CC0 1.0; rawpixel at Needpix.com)

This position is the exact opposite of avoiding conflicts. Here all parties work together to resolve the conflict in a manner where they can both come out with a solution that allows them to get what they want. To accomplish this, all parties need mutual respect, trust and some creative problem-solving skills

I want to go see one movie, while my wife wants to see another. We work out how we can see one movie now and the other one next week.

- **Benefits:** High quality decisions
- **Costs:** Takes time and effort.

Compromise: At the center of the model

1.6.6: “Give and Take" (CC0 1.0; Geralt on Needpix.com)

Compromise is partially assertive and cooperative where both sides can get something they want, but not everything. This is the *“Lets Make a Deal”* approach to conflict resolution. Both sides will not be totally happy or totally disappointed with the final outcome

We often use this approach when we are faced with polarizing choices. Here, getting something is better than getting nothing. I want to go see one movie, while my wife wants to see another. We settle on a third movie that both of us can “live with.”

- **Benefits:** This approach is often very pragmatic and settles, at least for the moment, the conflict.
- **Costs:** This approach partially sacrifices personal needs.

Reference

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4.3: Conflict Management I

Learning Objectives

- Understand different ways to manage conflict.
- Understand your own communication style.
- Learn to stimulate conflict if needed.

There are a number of different ways of managing organizational conflict, which are highlighted in this section. Conflict management refers to resolving disagreements effectively.

Ways to Manage Conflict

Change the Structure

When structure is a cause of dysfunctional conflict, structural change can be the solution to resolving the conflict. Consider this situation. Vanessa, the lead engineer in charge of new product development, has submitted her components list to Tom, the procurement officer, for purchasing. Tom, as usual, has rejected two of the key components, refusing the expenditure on the purchase. Vanessa is furious, saying, “Every time I give you a request to buy a new part, you fight me on it. Why can’t you ever trust my judgment and honor my request?”

Tom counters, “You’re always choosing the newest, leading-edge parts—they’re hard to find and expensive to purchase. I’m supposed to keep costs down, and your requests always break my budget.”

“But when you don’t order the parts we need for a new product, you delay the whole project,” Vanessa says.

Sharon, the business unit’s vice president, hits upon a structural solution by stating, “From now on, both of you will be evaluated on the total cost and the overall performance of the product. You need to work together to keep component costs low while minimizing quality issues later on.” If the conflict is at an intergroup level, such as between two departments, a structural solution could be to have those two departments report to the same executive, who could align their previously incompatible goals.

Change the Composition of the Team

If the conflict is between team members, the easiest solution may be to change the composition of the team, separating the personalities that were at odds. In instances in which conflict is attributed to the widely different styles, values, and preferences of a small number of members, replacing some of these members may resolve the problem. If that’s not possible because everyone’s skills are needed on the team and substitutes aren’t available, consider a physical layout solution. Research has shown that when known antagonists are seated directly across from each other, the amount of conflict increases. However, when they are seated side by side, the conflict tends to decrease.[1]

Create a Common Opposing Force

Group conflict within an organization can be mitigated by focusing attention on a common enemy such as the competition. For example, two software groups may be vying against each other for marketing dollars, each wanting to maximize advertising money devoted to their product. But by focusing attention on a competitor company, the groups may decide to work together to enhance the marketing effectiveness for the company as a whole. The “enemy” need not be another company—it could be a concept, such as a recession, that unites previously warring departments to save jobs during a downturn.

Consider Majority Rule

Sometimes a group conflict can be resolved through majority rule. That is, group members take a vote, and the idea with the most votes is the one that gets implemented. The majority rule approach can work if the participants feel that the procedure is fair. It is important to keep in mind that this strategy will become ineffective if used repeatedly with the same members typically winning. Moreover, the approach should be used sparingly. It should follow a healthy discussion of the issues and points of contention, not be a substitute for that discussion.

Problem Solve

Problem solving is a common approach to resolving conflict. In problem-solving mode, the individuals or groups in conflict are asked to focus on the problem, not on each other, and to uncover the root cause of the problem. This approach recognizes the rarity of one side being completely right and the other being completely wrong.

Conflict-Handling Styles

Individuals vary in the way that they handle conflicts. There are five common styles of handling conflicts. These styles can be mapped onto a grid that shows the varying degree of cooperation and assertiveness each style entails. As we discuss each of these, consider your own conflict management style and what benefits or negatives you receive from this style.

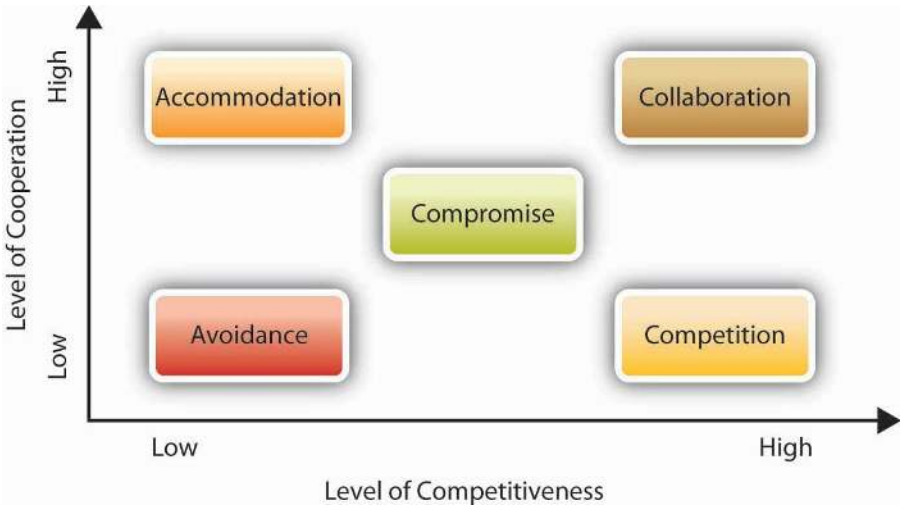

Figure 1: Conflict-Handling Styles

Avoidance

The **avoiding** style is uncooperative and unassertive. People exhibiting this style seek to avoid conflict altogether by denying that it is there. They are prone to postponing any decisions in which a conflict may arise. People using this style may say things such as, “I don’t really care if we work this out,” or “I don’t think there’s any problem. I feel fine about how things are.” Conflict avoidance may be habitual to some people because of personality traits such as the need for affiliation. While conflict avoidance may not be a significant problem if the issue at hand is trivial, it becomes a problem when individuals avoid confronting important issues because of a dislike for conflict or a perceived inability to handle the other party’s reactions.

Resolving office disputes

Tips on how to deal with workplace conflict.

Accommodation

The **accommodating** style is cooperative and unassertive. In this style, the person gives in to what the other side wants, even if it means giving up one's personal goals. People who use this style may fear speaking up for themselves or they may place a higher value on the relationship, believing that disagreeing with an idea might be hurtful to the other person. They will say things such as, "Let's do it your way" or "If it's important to you, I can go along with it." Accommodation may be an effective strategy if the issue at hand is more important to others compared to oneself. However, if a person perpetually uses this style, that individual may start to see that personal interests and well-being are neglected.

Compromise

The **compromising** style is a middle-ground style, in which individuals have some desire to express their own concerns and get their way but still respect the other person's goals. The compromiser may say things such as, "Perhaps I ought to reconsider my initial position" or "Maybe we can both agree to give in a little." In a compromise, each person sacrifices something valuable to them. For example, in 2005 the luxurious Lanesborough Hotel in London advertised incorrect nightly rates for £35, as opposed to £350. When the hotel received a large number of online bookings at this rate, the initial reaction was to insist that customers cancel their reservations and book at the correct rate. The situation was about to lead to a public relations crisis. As a result, they agreed to book the rooms at the advertised price for a maximum of three nights, thereby limiting the damage to the hotel's bottom line as well as its reputation.[2]

Competition

People exhibiting a **competing** style want to reach their goal or get their solution adopted regardless of what others say or how they feel. They are more interested in getting the outcome they want as opposed to keeping the other party happy, and they push for the deal they are interested in making. Competition may lead to poor relationships with others if one is always seeking to maximize their own outcomes at the expense of others' well-being. This approach may be effective if one has strong moral objections to the alternatives or if the alternatives one is opposing are unethical or harmful.

Collaboration

The **collaborating** style is high on both assertiveness and cooperation. This is a strategy to use for achieving the best outcome from conflict—both sides argue for their position, supporting it with facts and rationale while listening attentively to the other side. The objective is to find a win–win solution to the problem in which both parties get what they want. They'll challenge points but not each other. They'll emphasize problem solving and integration of each other's goals. For example, an employee who wants to complete a degree may have a conflict with management when he wants to reduce his work hours. Instead of taking opposing positions in which the employee defends his need to pursue his career goals while the manager emphasizes the company's need for the employee, both parties may review alternatives to find an integrative solution. In the end, the employee may decide to pursue the degree while taking online classes, and the company may realize that paying for the employee's tuition is a worthwhile investment. This may be a win–win solution to the problem in which no one gives up what is personally important, and every party gains something from the exchange.

Which Style Is Best?

Like much of organizational behavior, there is no one "right way" to deal with conflict. Much of the time it will depend on the situation. However, the collaborative style has the potential to be highly effective in many different situations.

We do know that most individuals have a dominant style that they tend to use most frequently. Think of your friend who is always looking for a fight or your coworker who always backs down from a disagreement. Successful individuals are able to match their style to the situation. There are times when avoiding a conflict can be a great choice. For example, if a driver cuts you off in traffic, ignoring it and going on with your day is a good alternative to "road rage." However, if a colleague keeps claiming ownership of your ideas, it may be time for a confrontation. Allowing such intellectual plagiarism to continue could easily be more destructive to your career than confronting the individual. Research also shows that when it comes to dealing with conflict, managers prefer forcing, while their subordinates are more likely to engage in avoiding, accommodating, or compromising.[3] It is also likely that

individuals will respond similarly to the person engaging in conflict. For example, if one person is forcing, others are likely to respond with a forcing tactic as well.

What If You Don't Have Enough Conflict Over Ideas?

Part of effective conflict management is knowing when proper stimulation is necessary. Many people think that conflict is inherently bad—that it undermines goals or shows that a group or meeting is not running smoothly. In fact, if there is no conflict, it may mean that people are silencing themselves and withholding their opinions. The reality is that within meaningful group discussions, there are usually varying opinions about the best course of action. If people are suppressing their opinions, the final result may not be the best solution. During healthy debates, people point out difficulties or weaknesses in a proposed alternative and can work together to solve them. The key to keeping the disagreement healthy is to keep the discussion focused on the task, not the personalities. For example, a comment such as "Jack's ideas have never worked before. I doubt his current idea will be any better" is not constructive. Instead, a comment such as "This production step uses a degreaser that's considered a hazardous material. Can we think of an alternative degreaser that's nontoxic?" is more productive. It challenges the group to improve upon the existing idea.

Traditionally, Hewlett-Packard Development Company LP was known as a "nice" organization. Throughout its history, HP viewed itself as a scientific organization, and their culture valued teamwork and respect. But over time, HP learned that you can be "nice to death." In fact, in the 1990s, HP found it difficult to partner with other organizations because of their culture differences. During role-plays created to help HP managers be more dynamic, the trainers had to modify several mock situations, because participants simply said, "That would never happen at HP," over the smallest conflict. All this probably played a role in the discomfort many felt with Carly Fiorina's style as CEO and the merge she orchestrated with Compaq Computer Corporation, which ultimately caused the board of directors to fire Fiorina. On the other hand, no one is calling HP "too nice" anymore.

Why Human Relations?

Every friendship, romantic relationship, or work situation has conflict. How we handle the conflict is what shows our positive human relations skills. **Conflict management is a key skill to learn because we already know our personal happiness and career success depends on our ability to show positive human relations skills—even when conflict is present.**

Conflicts can be minor disagreements or they can be major issues that can impede success among team members. Either way, the ability to handle and resolve the conflict are imperative to maintaining positive human relations in your work environment and in your personal life, too.

Conflict can be highly emotional, so having an awareness of our emotions during a conflict (self-awareness emotional intelligence skill) can prevent us from saying the wrong thing or saying something we will regret. If we can recognize how we feel during a conflict, such as angry, sad, or frustrated, we can begin to take steps to manage those emotions (self-management emotional intelligence skill). **Once we are aware of and managing our emotions, it is much easier to work toward a solution during the conflict.** Otherwise, our emotions may get the best of us, resulting in saying or doing something we regret—which doesn't solve the conflict at all!

Key Takeaways

- Conflict management techniques include changing organizational structures to avoid built-in conflict, changing team members, creating a common "enemy," using majority rules, and problem solving.
- Conflict management styles include accommodating others, avoiding the conflict, collaborating, competing, and compromising.
- People tend to have a dominant style. At times it makes sense to build in some conflict over ideas if none exists.

Exercises

1. List three ways to decrease a conflict situation. What are some pros and cons of each of these approaches?
2. Do you deal with conflict differently with friends and family than you do at work? If so, why do you think that is?
3. What is your usual conflict-handling style at work? Do you see it as effective or ineffective?
4. Describe a situation in which not having enough conflict can be a problem.

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4.4: Conflict Management II

Learning Outcomes

- Identify stages of the conflict process
- Discuss the appropriate use of various conflict management styles
- Identify organizational sources of conflict

A link to an interactive elements can be found at the bottom of this page.

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4.5: Conflict Management Strategies

Learning Outcomes

- Differentiate between conflict and disagreement.
- Explain the three common styles of conflict management.
- Summarize the STLC Model of Conflict.

Many researchers have attempted to understand how humans handle conflict with one another. The first researchers to create a taxonomy for understanding conflict management strategies were Richard E. Walton and Robert B. McKersie.[41] Walton and McKersie were primarily interested in how individuals handle conflict during labor negotiations. The Walton and McKersie model consisted of only two methods for managing conflict: integrative and distributive. **Integrative conflict** is a win-win approach to conflict; whereby, both parties attempt to come to a settled agreement that is mutually beneficial. **Distributive conflict** is a win-lose approach; whereby, conflicting parties see their job as to win and make sure the other person or group loses. Most professional schools teach that integrative negotiation tactics are generally the best ones.

ABC's of Conflict

Example: Emotional Intelligence Questionnaire

Read the following questions and select the answer that corresponds with how you typically behave when engaged in conflict with another person. Do not be concerned if some of the items appear similar. Please use the scale below to rate the degree to which each statement applies to you.

Strongly Disagree - 1	**Disagree - 2**	**Neutral - 3**	**Agree - 4**	**StronglyAgree - 5**

When I start to engage in a conflict, I _____

1. Keep the conflict to myself to avoid rocking the boat. _____
2. Do my best to win. _____
3. Try to find a solution that works for everyone. _____
4. Do my best to stay away from disagreements that arise. _____
5. Create a strategy to ensure my successful outcome. _____
6. Try to find a solution that is beneficial for those involved. _____
7. Avoid the individual with whom I'm having the conflict. _____
8. Won't back down unless I get what I want. _____
9. Collaborate with others to find an outcome OK for everyone. _____
10. Leave the room to avoid dealing with the issue. _____
11. Take no prisoners. _____
12. Find solutions that satisfy everyone's expectations. _____
13. Shutdown and shutup in order to get it over with as quickly as possible. _____
14. See it as an opportunity to get what I want. _____
15. Try to integrate everyone's ideas to come up with the best solution for everyone. _____
16. Keep my disagreements to myself. _____
17. Don't let up until I win. _____
18. Openly raise everyone's concerns to ensure the best outcome possible. _____

Scoring

Avoiders	Add scores for items 1, 4, 7, 10, 13, & 16 = _____
Battlers	Add scores for items 2, 5, 8, 11, 14, & 17 = _____
Collaborators	Add scores for items 3, 6, 9, 12, 15, & 18 = _____

Interpretation

Each of the four parts of the EQ Model can have a range of 5 to 25.

Scores under 11 represent low levels of EQ for each aspect.

Scores between 12 and 18 represent average levels of EQ.

Scores 19 and higher represent high levels of EQ

Over the years, a number of different patterns for handling conflict have arisen in the literature, but most of them agree with the first two proposed by Walton and McKersie, but they generally add a third dimension of conflict: **avoidance**.

Avoiders

Alan Sillars, Stephen, Coletti, Doug Parry, and Mark Rogers created a taxonomy of different types of strategies that people can use when avoiding conflict. Table 4.5.1 provides a list of these common tactics.[42]

Table 4.5.1: Avoidant Conflict Management Strategies

Conflict Management Tactic	Definition	Example
Simple Denial	Statements that deny the conflict.	“No, I’m perfectly fine.”
Extended Denial	Statements that deny conflict with a short justification.	“No, I’m perfectly fine. I just had a long night.”
Underresponsiveness	Statements that deny the conflict and then pose a question to the conflict partner.	“I don’t know why you are upset, did you wake up on the wrong side of the bed this morning?”
Topic Shifting	Statements that shift the interaction away from the conflict.	“Sorry to hear that. Did you hear about the mall opening?”
Topic Avoidance	Statements designed to clearly stop the conflict.	“I don’t want to deal with this right now.”
Abstractness	Statements designed to shift a conflict from concrete factors to more abstract ones	“Yes, I know I’m late. But what is time really except a construction of humans to force conformity.”
Semantic Focus	Statements focused on the denotative and connotative definitions of words.	“So, what do you mean by the word ‘sex’?”
Process Focus	Statements focused on the “appropriate” procedures for handling conflict.	“I refuse to talk to you when you are angry.”
Joking	Humorous statements designed to derail conflict.	“That’s about as useless as a football bat.”
Ambivalence	Statements designed to indicate a lack of caring.	“Whatever!” “Just do what you want.”
Pessimism	Statements that devalue the purpose of conflict.	“What’s the point of fighting over this? Neither of us are changing our minds.”
Evasion	Statements designed to shift the focus of the conflict.	“I hear the Joneses down the street have that problem, not us.”
Stalling	Statements designed to shift the conflict to another time.	“I don’t have time to talk about this right now.”
Irrelevant Remark	Statements that have nothing to do with the conflict.	“I never knew the wallpaper in here had flowers on it.”

Battlers

For our purposes, we have opted to describe those who engage in distributive conflict as battlers because they often see going into a conflict as heading off to war, which is most appropriately aligned with the distributive conflict management strategies. Battlers believe that conflict should take on an approach where the battler must win the conflict at all costs without regard to the damage they might cause along the way. Furthermore, battlers tend to be very personalistic in their goals and are often highly antagonistic towards those individuals with whom they are engaging in conflict.[43]

Alan Sillars, Stephen, Coletti, Doug Parry, and Mark Rogers created a taxonomy of different types of strategies that people can use when using distributive conflict management strategies. Table 4.5.2 provides a list of these common tactics. [44]

Table 4.5.2: Distributive Conflict Management Strategies

Conflict Management Tactic	Definition	Example
Faulting	Statements that verbally criticize a partner.	“Wow, I can’t believe you are so dense at times.”
Rejection	Statements that express antagonistic disagreement.	“That is such a dumb idea.”
Hostile Questioning	Questions designed to fault a partner.	“Who died and made you king?”
Hostile Joking	Humorous statements designed to attack a partner.	“I do believe a village has lost its idiot.”
Presumptive Attribution	Statements designed to point the meaning or origin of the conflict to another source.	“You just think that because your father keeps telling you that.”
Avoiding Responsibility	Statements that deny fault.	“Not my fault, not my problem.”
Prescription	Statements that describe a specific change to another’s behavior.	“You know, if you’d just stop yelling, maybe people would take you seriously.”
Threat	Statements designed to inform a partner of a future punishment.	“You either tell your mother we’re not coming, or I’m getting a divorce attorney.”
Blame	Statements that lay culpability for a problem on a partner.	“It’s your fault we got ourselves in this mess in the first place.”
Shouting	Statements delivered in a manner with an increased volume.	“DAMMIT! GET YOUR ACT TOGETHER!”
Sarcasm	Statements involving the use of irony to convey contempt, mock, insult, or wound another person.	“The trouble with you is that you lack the power of conversation but not the power of speech.”

Collaborators

The last type of conflicting partners are collaborators. There are a range of collaborating choices, from being completely collaborative in an attempt to find a mutually agreed upon solution, to being compromising when you realize that both sides will need to win and lose a little to come to a satisfactory solution. In both cases, the goal is to use prosocial communicative behaviors in an attempt to reach a solution everyone is happy with. Admittedly, this is often easier said than done. Furthermore, it’s entirely possible that one side says they want to collaborate, and the other side refuses to collaborate at all. When this happens, collaborative conflict management strategies may not be as effective, because it’s hard to collaborate with someone who truly believes you need to lose the conflict.

Alan Sillars, Stephen, Coletti, Doug Parry, and Mark Rogers created a taxonomy of different types of strategies that people can use when collaborating during a conflict. Table 4.5.3 provides a list of these common tactics.[45]

Table 4.5.3: Integrative Conflict Management Strategies

Conflict Management Tactic	Definition	Example
Descriptive Acts	Statements that describe obvious events or factors.	“Last time your sister babysat our kids, she yelled at them.”
Qualification	Statements that explicitly explain the conflict.	“I am upset because you didn’t come home last night.”
Disclosure	Statements that disclose one’s thoughts and feelings in a non-judgmental way.	“I get really worried when you don’t call and let me know where you are.”
Soliciting Disclosure	Questions that ask another person to disclose their thoughts and feelings.	“How do you feel about what I just said?”
Negative Inquiry	Statements allowing for the other person to identify your negative behaviors.	“What is it that I do that makes you yell at me?”
Empathy	Statements that indicate you understand and relate to the other person’s emotions and experiences.	“I know this isn’t easy for you.”
Emphasize Commonalities	Statements that highlight shared goals, aims, and values.	“We both want what’s best for our son.”
Accepting Responsibility	Statements acknowledging the part you play within a conflict.	“You’re right. I sometimes let my anger get the best of me.”
Initiating Problem-Solving	Statements designed to help the conflict come to a mutually agreed upon solution.	“So let’s brainstorm some ways that will help us solve this.”
Concession	Statements designed to give in or yield to a partner’s goals, aims, or values.	“I promise, I will make sure my homework is complete before I watch television.”

Before we conclude this section, we do want to point out that conflict management strategies are often reciprocated by others. If you start a conflict in a highly competitive way, do not be surprised when your conflicting partner mirrors you and starts using distributive conflict management strategies in return. The same is also true for integrative conflict management strategies. When you start using integrative conflict management strategies, you can often deescalate a problematic conflict by using integrative conflict management strategies.[46]

STLC Conflict Model

Ruth Anna Abigail and Dudley Cahn created a very simple model when thinking about how we communicate during conflict.[47] They called the model the STLC Conflict Model because it stands for stop, think, listen, and then communicate.

Figure 4.5.1: STLC Conflict Model

Stop

The first thing an individual needs to do when interacting with another person during conflict is to take the time to be present within the conflict itself. Too often, people engaged in a conflict say whatever enters their mind before they’ve really had a chance to process the message and think of the best strategies to use to send that message. Others end up talking past one another during a conflict because they simply are not paying attention to each other and the competing needs within the conflict. Communication

problems often occur during conflict because people tend to react to conflict situations when they arise instead of being mindful and present during the conflict itself. For this reason, it's always important to take a breath during a conflict and first stop.

Sometimes these "time outs" need to be physical. Maybe you need to leave the room and go for a brief walk to calm down, or maybe you just need to get a glass of water. Whatever you need to do, it's important to take this break. This break takes you out of a "reactive stance into a proactive one." [48]

Think

Once you've stopped, you now have the ability to really think about what you are communicating. You want to think through the conflict itself. What is the conflict really about? Often people engage in conflicts about superficial items when there are truly much deeper issues that are being avoided. You also want to consider what possible causes led to the conflict and what possible courses of action you think are possible to conclude the conflict. Cahn and Abigail argue that there are four possible outcomes that can occur: do nothing, change yourself, change the other person, or change the situation.

First, you can simply sit back and avoid the conflict. Maybe you're engaging in a conflict about politics with a family member, and this conflict is actually just going to make everyone mad. For this reason, you opt just to stop the conflict and change topics to avoid making people upset. One of our coauthors was at a funeral when an uncle asked our coauthor about our coauthor's impression of the current President. Our coauthor's immediate response was, "Do you really want me to answer that question?" Our coauthor knew that everyone else in the room would completely disagree, so our coauthor knew this was probably a can of worms that just didn't need to be opened.

Second, we can change ourselves. Often, we are at fault and start conflicts. We may not even realize how our behavior caused the conflict until we take a step back and really analyze what is happening. When it comes to being at fault, it's very important to admit that you've done wrong. Nothing is worse (and can stoke a conflict more) than when someone refuses to see their part in the conflict.

Third, we can attempt to change the other person. Let's face it, changing someone else is easier said than done. Just ask your parents/guardians! All of our parents/guardians have attempted to change our behaviors at one point or another, and changing people is very hard. Even with the powers of punishment and reward, a lot of time change only lasts as long as the punishment or the reward. One of our coauthors was in a constant battle with our coauthors' parents about thumb sucking as a child. Our coauthor's parents tried everything to get the thumb sucking to stop. They finally came up with an ingenious plan. They agreed to buy a toy electric saw if their child didn't engage in thumb sucking for the entire month. Well, for a whole month, no thumb sucking occurred at all. The child got the toy saw, and immediately inserted the thumb back into our coauthor's mouth. This short story is a great illustration of the problems that can be posed by rewards. Punishment works the same way. As long as people are being punished, they will behave in a specific way. If that punishment is ever taken away, so will the behavior.

Lastly, we can just change the situation. Having a conflict with your roommates? Move out. Having a conflict with your boss? Find a new job. Having a conflict with a professor? Drop the course. Admittedly, changing the situation is not necessarily the first choice people should take when thinking about possibilities, but often it's the best decision for long-term happiness. In essence, some conflicts will not be settled between people. When these conflicts arise, you can try and change yourself, hope the other person will change (they probably won't, though), or just get out of it altogether.

Listen

The third step in the STLC model is listen. Humans are not always the best listeners. As we discussed in Chapter 7, listening is a skill. Unfortunately, during a conflict situation, this is a skill that is desperately needed and often forgotten. When we feel defensive during a conflict, our listening becomes spotty at best because we start to focus on ourselves and protecting ourselves instead of trying to be empathic and seeing the conflict through the other person's eyes.

One mistake some people make is to think they're listening, but in reality, they're listening for flaws in the other person's argument. We often use this type of selective listening as a way to devalue the other person's stance. In essence, we will hear one small flaw with what the other person is saying and then use that flaw to demonstrate that obviously everything else must be wrong as well.

The goal of listening must be to suspend your judgment and really attempt to be present enough to accurately interpret the message being sent by the other person. When we listen in this highly empathic way, we are often able to see things from the other person's

point-of-view, which could help us come to a better-negotiated outcome in the long run.

Communicate

Lastly, but certainly not least, we communicate with the other person. Notice that Cahn and Abigail put communication as the last part of the STLC model because it's the hardest one to do effectively during a conflict if the first three are not done correctly. When we communicate during a conflict, we must be hyper-aware of our nonverbal behavior (eye movement, gestures, posture, etc.). Nothing will kill a message faster than when it's accompanied by bad nonverbal behavior. For example, rolling one's eyes while another person is speaking is not an effective way to engage in conflict. One of our coauthors used to work with two women who clearly despised one another. They would never openly say something negative about the other person publicly, but in meetings, one would roll her eyes and make these nonword sounds of disagreement. The other one would just smile, slow her speech, and look in the other woman's direction. Everyone around the conference table knew exactly what was transpiring, yet no words needed to be uttered at all.

During a conflict, it's important to be assertive and stand up for your ideas without becoming verbally aggressive. Conversely, you have to be open to someone else's use of assertiveness as well without having to tolerate verbal aggression. We often end up using mediators to help call people on the carpet when they communicate in a fashion that is verbally aggressive or does not further the conflict itself. As Cahn and Abigail note, "People who are assertive with one another have the greatest chance of achieving mutual satisfaction and growth in their relationship." [49]

Mindfulness Activity

The STLC Model for Conflict is definitely one that is highly aligned with our discussion of mindful interpersonal relationships within this book. Taylor Rush, a clinical psychologist working for the Cleveland Clinic's Center for Neuro-Restoration, recommends seven considerations for ensuring mindfulness while engaged in conflict:

1. **Set intentions.** What do you want to be discussed during this interaction? What do you want to learn from the other person? What do you want to happen as a result of this conversation? Set your intentions early and check-in along to way to keep the conversation on point.
2. **Stay present to the situation.** Try to keep assumptions at bay and ask open-ended questions to better understand the other person's perspective and experiences.
3. **Stay aware of your inner reactions.** Disrupt the automatic feedback loop between your body and your thoughts. Acknowledge distressing or judgmental thoughts and feelings without reacting to them. Then check them against the facts of the situation.
4. **Take one good breath before responding.** A brief pause can mean all the difference between opting for a thoughtful response or knee-jerk reaction.
5. **Use reflective statements.** This is a tried and true strategy for staying present. It allows you to fully concentrate on what the other person is saying (rather than form your rebuttal) and shows the other person you have an interest in what they are actually saying. This will make them more likely to reciprocate!
6. **Remember, it's not all about you.** The ultimate objective is that both parties are heard and find the conversation beneficial. Try to actively take the other person's perspective and cultivate compassion (even if you fundamentally do not agree with their position). This makes conflict escalation much less likely.
7. **Investigate afterward.** What do you feel now that the conversation is over? What was the overall tone of the conversation? Do you feel like you understand the other person's perspective? Do they understand yours? Will this require further conversation or has the issue been resolved? Asking these questions will help you to hone your practice for the future.[50]

For this activity, we want you to think back to a recent conflict that you had with another person (e.g., coworker, friend, family member, romantic partner). Answer the following questions:

1. If you used the STLC Model for Conflict, how effective was it for you? Why?
2. If you did not use the STLC Model for Conflict, do you think you could have benefited from this approach? Why?

3. Looking at Rush's seven strategies for engaging in mindful conflict, did you engage in all of them? If you didn't engage in them all, which ones did you engage in, and which ones didn't you engage in? How could engaging in all seven of them helped your conflict management with this person?
4. If you haven't already, take a moment to think about the questions posed in #7 of Rush's list. What can you learn from this conflict that will help prepare you for future conflicts with this person or future conflicts more broadly?

Key Takeaways

- A conflict occurs when two people perceive differing goals or values, and if the two parties do not reach a solution, the interpersonal relationship could be seriously fractured. An argument, on the other hand, is a difference of opinion that occurs between two people during an argument. The primary difference between a conflict and an argument involves the emotional volatility of the situation. However, individuals with a low tolerance for disagreement may perceive any form of argument as interpersonal conflict.
- In this section, we discussed three basic forms of conflict management: integrative (collaborators), distributive (battlers), and avoidance (avoiders). Integrative conflict occurs when two people attempt a win-win situation where the conflict parties strive to find a mutually beneficial solution to a problem. Distributive conflict occurs when one or both conflict parties desire a win-lose orientation where they will win and the other person will lose. Lastly, we have avoidance, which occurs when an individual either tries to avoid a conflict altogether or leaves the conflict field.
- Dudley Cahn and Ruth Anna Abigail's STLC method for communication is very helpful when working through conflict with others. STLC stands for stop, think, listening, and communicate. Stop and time to be present within the conflict itself and prepare. Think through the real reasons for the conflict and what you want as an outcome for the conflict. Listen to what the other person says and try to understand the conflict from their point-of-view. Communicate in a manner that is assertive, constructive, and aware of your overall message.

Exercises

1. Think of a time when a simple disagreement escalated to a conflict. What happened? Why did this escalation occur?
2. During conflict, do you think it's appropriate to use all three forms of conflict management? Why?
3. Think of a recent interpersonal conflict that you had that went badly. How could you have implemented the STLC Model of Conflict to improve what happened during that conflict?

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4.6: Power and Influence

Learning Outcomes

- Define the term "influence" and explain the three levels of influence.
- Define the word "power" and explain the six bases of power.

One of the primary reasons we engage in a variety of interpersonal relationships over our lifetimes is to influence others. We live in a world where we constantly need to accomplish a variety of goals, so being able to get others to jump on board with our goals is a very important part of social survival. As such, we define **influence** when an individual or group of people alters another person's thinking, feelings, and/ or behaviors through accidental, expressive, or rhetorical communication.[27] Notice this definition of influence is one that focuses on the importance of communication within the interaction. Within this definition, we discuss three specific types of communication: accidental, expressive, or rhetorical.

First, we have accidental communication, or when we send messages to another person without realizing those messages are being sent. Imagine you are walking through your campus' food court and notice a table set up for a specific charity. A person who we really respect is hanging out at the table laughing and smiling, so you decide to donate a dollar to the charity. The person who was just hanging out at the table influenced your decision to donate. They could have just been talking to another friend and may not have even really been a supporter of the charity, but their presence was enough to influence your donation. At the same time, we often influence others to think, feel, and behave in ways they wouldn't have unconsciously. A smile, a frown, a head nod, or eye aversion can all be nonverbal indicators to other people, which could influence them. There's a great commercial on television that demonstrates this. The commercial starts with someone holding the door for another person, then this person turns around and does something kind to another person, and this "paying it forward" continues through the entire commercial. In each incident, no one said to the person they were helping to "pay it forward," they just did.

The second type of communication we can have is **expressive or emotionally-based communication**. Our emotional states can often influence other people. If we are happy, others can become happy, and if we are sad, others may avoid us altogether. Maybe you've walked into a room and seen someone crying, so you ask, "Are you OK?" Instead of responding, the person just turns and glowers at you, so you turn around and leave. With just one look, this person influenced your behavior.

The final type of communication, **rhetorical communication**, involves purposefully creating and sending messages to another person in the hopes of altering another person's thinking, feelings, and/or behaviors. Accidental communication is not planned. Expressive communication is often not conscious at all. However, rhetorical communication is purposeful. When we are using rhetorical communication to influence another person(s), we know that we are trying to influence that person(s).

Levels of Influence

In 1958 social psychologist Herbert Kelman first noted that there are three basic levels of influence: compliance, identification, and internalization.[28] Kelman's basic theory was that changes in a person's thoughts, feelings, and/or behaviors occur at different levels, which results in different processes an individual uses to achieve conformity with an influencer. Let's look at each of these three levels separately.

Compliance

The first, and weakest, form of influence is compliance. **Compliance** implies that an individual accepts influence and alters their thoughts, feelings, and/or behaviors. However, this change in thoughts, feelings, and/or behaviors is transitory and only lasts as long as the individual sees compliance as beneficial.[29] Generally, people accept influence at this level because they perceive the rewards or punishments for influence to be in their best interest. As such, this form of influence is very superficial.[30]

Identification

The second form of influence discussed by Kelman is **identification**, which is based purely in the realm of relationships. Identification occurs when an individual accepts influence because they want to have a satisfying relationship with the influencer or influencing group. "The individual actually believes in the responses which he [or she] adopts through identification, but their specific content is more or less irrelevant. He [or she] adopts the induced behavior because it is associated with the desired

relationship. Thus the satisfaction derived from identification due to the act of conforming as such."[31] Notice that Kelman is arguing that the actual change to thoughts, feelings, and/or behaviors is less of an issue that the relationship and the act of conforming. However, if an individual ever decides that the relationship and identification with the influencing individual or group are not beneficial, then the influencing attempts will disappear, and the individual will naturally go back to their original thoughts, feelings, and/or behaviors.

Internalization

The final level of influence proposed by Kelman is **internalization**, which occurs when an individual adopts influence and alters their thinking, feeling, and/or behaviors because doing so is intrinsically rewarding. Ultimately, changing one's thinking, feelings, and/or behavior happens at the internalization level because an individual sees this change as either coinciding with their value system, considers the change useful, or fulfills a need the individual has. Influence that happens at this level becomes highly intertwined with the individual's perception of self, so this type of influence tends to be long-lasting.

French & Raven's Five Bases of Power

When you hear the word "power," what comes to mind? Maybe you think of a powerful person like a Superhero or the President of the United States. For social scientists, we use the word "power" in a very specific way. **Power** is the degree that a social agent (A) has the ability to get another person(s) (P) to alter their thoughts, feelings, and/or behaviors. First, you have a social agent (A), which can come in a variety of different forms: another person, a role someone embodies, a group rule or norm, or a group or part of a group.[32] Next, we have the person(s) who is being influenced by the goal to be a specific change in thoughts, feelings, and/or behaviors. When we discussed influence above, we talked about it in terms of communication: accidental, expressive, and rhetorical. When we deal with power, we are only dealing in the realm of rhetorical communication because the person exerting power over another person is consciously goal-directed.

Figure 4.6.1: French & Raven's Five Bases of Power

Probably the most important people in the realm of power have been John French and Bertram Raven. In 1959, French and Raven identified five unique bases of power that people can use to influence others (coercive, reward, legitimate, expert, and referent).[33] At the time of their original publication, there was a sixth base of power that Raven attempted to argue for, informational. Although he lost the battle in the initial publication, subsequent research by Raven on the subject of the bases of power have all included informational power.[34]

Let's examine each of these five bases of power.

Informational

The first basis of power is the last one originally proposed by Raven.[35] **Informational power** refers to a social agent's ability to bring about a change in thought, feeling, and/or behavior through information. For example, since you initially started school, teachers have had informational power over you. They have provided you with a range of information on history, science, grammar, art, etc. that shape how you think (what constitutes history?), feel (what does it mean to be aesthetically pleasing?), and behave (how do you properly mix chemicals in a lab?). In some ways, informational power is very strong, because it's often the

first form of power with which we come into contact. In fact, when you are taught how to think, feel, and/ or behave, this change "now continues without the target necessarily referring to, or even remembering, the [influencer] as being the agent of change."[36]

Coercive and Reward

The second base of power is **coercive power**, which is the ability to punish an individual who does not comply with one's influencing attempts. On the other end of the spectrum, we have **reward power** (3rd base of power), which is the ability to offer an individual rewards for complying with one's influencing attempts. We talk about these two bases of power together because they are two sides of the same coin. Furthermore, the same problems with this type of power apply equally to both. Influence can happen if you punish or reward someone; however, as soon as you take away that punishment or reward, the thoughts, feelings, and/or behavior will reverse back to its initial state. Hence, we refer to both coercive and reward power as attempts to get someone to comply with influence, because this is the highest level of influence one can hope to achieve with these two forms of power.

Legitimate

The fourth base of power is **legitimate power**, or influence that occurs because a person (P) believes that the social agent (A) has a valid right to influence P, and P has an obligation to accept A's attempt to influence P's thoughts, feelings, and/or behaviors. French and Raven argued that there were two common forms of legitimate power: cultural and structural. Cultural legitimate power occurs when a change agent is viewed as having the right to influence others because of their role in the culture. For example, in some cultures, the elderly may have a stronger right to influence than younger members of that culture. Structural legitimate power, on the other hand, occurs because someone fulfills a specific position within the social hierarchy. For example, your boss may have the legitimate right to influence your thoughts, feelings, and/or behaviors in the workplace because they are above you in the organizational hierarchy.[37]

Expert

The fifth base of power is **expert power**, or the power we give an individual to influence us because of their perceived knowledge. For example, we often give our physicians the ability to influence our behavior (e.g., eat right, exercise, take medication) because we view these individuals as having specialized knowledge. However, this type of influence only is effective if P believes A is an expert, P trusts A, and P believes that A is telling the truth.

One problem we often face in the 21st Century involves the conceptualization of the word "expert." Many people in today's world can be perceived as "experts" just because they write a book, have a talk show, were on a reality TV show, or are seen on news programs.[38] Many of these so-called "experts" may have no reasonable skill or knowledge but they can be trumpeted as experts. One of the problems with the Internet is the fundamental flaw that anyone can put information online with only an opinion and no actual facts. Additionally, we often engage in debates about "facts" because we have different talking heads telling us different information. Historically, expert power was always a very strong form of power, but there is growing concern that we are losing expertise and knowledge to unsubstantiated opinions and rumor mongering.

At the same time, there is quite a bit of research demonstrating that many people are either unskilled or unknowledgeable and completely unaware of their lack of expertise. This problem has been called the **Dunning–Kruger effect**, or the tendency of some people to inflate their expertise when they really have nothing to back up that perception.[39] As you can imagine, having a lot of people who think they are experts spouting off information that is untrue can be highly problematic in society. For example, do you really want to take medical advice from a TV star? Many people do. While we have some people who inflate their expertise, on the other end of the spectrum, some people suffer from imposter syndrome, which occurs when people devalue or simply do not recognize their knowledge and skills. Imposter syndrome is generally a problem with highly educated people like doctors, lawyers, professors, business executives, etc. The fear is that someone will find out that they are a fraud.

Referent

The final base of power originally discussed by French and Raven is **referent power**, or a social agent's ability to influence another person because P wants to be associated with A. Ultimately, referent power is about relationship building and the desire for a relationship. If A is a person P finds attractive, then P will do whatever they need to do to become associated with A. If A belongs to a group, then P will want to join that group. Ultimately, this relationship exists because P wants to think, feel, and behave as A does. For example, if A decides that he likes modern art, then P will also decide to like modern art. If A has a very strong work ethic in

the workplace, then P will adopt a strong work ethic in the workplace as well. Often A has no idea of the influence they are having over P. Ultimately, the stronger P desires to be associated with A, the more referent power A has over P.

Influence and Power

By now, you may be wondering about the relationship between influence and power. Research has examined the relationship between the three levels of influence and the six bases of power. Coercive, reward, and legitimate power only influence people at the compliance level. Whereas, informational, expert, and referent power have been shown to influence people at all three levels of influence: compliance, identification, and internalization.[40] When you think about your own interpersonal influencing goals, you really need to consider what level of influence you desire a person's change in thoughts, feelings, and/or behaviors to be. If your goal is just to get the change quickly, then using coercive, reward, and legitimate power may be the best route. If, however, you want to ensure long-term influence, then using informational, expert, and referent power are probably the best routes to use.

Research Spotlight

In 2013, Shireen Abuhatoum and Nina Howe set out to explore how siblings use French and Raven's bases of power in their relationships. Specifically, they examined how older siblings (average age of 7 years old) interacted with their younger siblings (average age was 4 ½ years old). Sibling pairs were recorded playing at home with a wooden farm set that was provided for the observational study. Each recorded video lasted for 15-minutes. The researchers then coded the children's verbal and nonverbal behaviors. The goal was to see what types of power strategies the siblings employed while playing.

Unsurprisingly, older siblings were more likely to engage in power displays with their younger siblings to get what they wanted. However, younger siblings were more likely to appeal to a third party (usually an adult) to get their way.

The researchers also noted that when it came to getting a desired piece of the farm to play with, older siblings were more likely to use coercive power. Younger siblings were more likely to employ legitimate power as an attempt to achieve a compromise.

Abuhatoum, S., & Howe, N. (2013). Power in sibling conflict during early and middle childhood. Social Development, 22(4), 738–754. doi.org/10.1111/sode.12021

Key Takeaways

- Herbert Kelman noted that there are three basic levels of influence: compliance (getting someone to alter behavior), identification (altering someone's behavior because they want to be identified with a person or group), and internalization (influence that occurs because someone wants to be in a relationship with an influencer).
- French and Raven have devised six basic bases of power: informational, coercive, reward, legitimate, expert, and referent. First, we have informational power, or the power we have over others as we provide them knowledge. Second, we have coercive power, or the ability to punish someone for noncompliance. Third, we have reward power, or the ability to reward someone for compliance. Fourth we have legitimate power, or power someone has because of their position within a culture or a hierarchical structure. Fifth, we have expert power, or power that someone exerts because they are perceived as having specific knowledge or skills. Lastly, we have referent power, or power that occurs because an individual wants to be associated with another person.

Exercises

1. Think of a time when you've been influenced at all three of Kelman's levels of influence. How were each of these situations of influence different from each other? How were the different levels of influence achieved?
2. Think of each of the following situations and which form of power would best be used and why:
    - A mother wants her child to eat his vegetables.
    - A police officer wants to influence people to slow down in residential neighborhoods.
    - The Surgeon General of the United States wants people to become more aware of the problems of transsaturated fats in their diets.
    - A friend wants to influence his best friend to stop doing drugs.

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4.7: Negotiation Failure- The Case of the PointCast

In 1997, a company called PointCast Network Inc. was the hottest start-up in Silicon Valley. Its founder and CEO, Christopher Hassett, was "the most famous guy on the Internet," said Hassett's former attorney, Allen Morgan. Hassett was named CNET's newsmaker of the year—an honor previously bestowed on giants such as Bill Gates of Microsoft and Larry Ellison of Oracle. The "push technology" that PointCast pioneered was making headlines as well as being featured on the cover of *Wired* as "The Radical Future of the Media beyond the Web."

Figure 4.7.1: Patrick Nouhailer – Silicon Valley from above – CC BY-SA 2.0.

All the attention around PointCast motivated one of the world's largest communications companies—Rupert Murdoch's News Corporation—to make them an offer of $450 million. Negotiations were intense and lasted weeks. With media speculation that PointCast—a company with almost no revenue—deserved to be valued at $750 million, some people say Hassett started believing the hype and, with the support of his board, asked for more money. "People involved in the company thought they'd be the next Netscape. They hung out for more," Murdoch said. News Corporation instead lowered its initial offer to $400 million but added incentive clauses that brought the offer close to the original $450 million if PointCast met its financial projections.

PointCast also rejected that offer, and News Corporation walked away from the bargaining table. The timing couldn't have been worse for PointCast, as "push" technology became old news thanks to the maturing of alternatives such as Yahoo! By the time PointCast decided to go public in 1998, the company was valued at half of News Corporation's last offer. Worse, the process of filing an initial public offering (IPO) requires the company to disclose all potential dangers to investors. PointCast's disclosures—such as news that customers had left because of poor performance—scared off so many investors that PointCast ultimately withdrew its IPO. By that time Hassett had been forced out by the board, but the company never fully recovered. In the end, PointCast was acquired in 1999 by Idealab for $7 million. In this case, stalled negotiations cost the firm a steep price of $443 million.

Referring to the missed opportunity, an industry expert said, "It may go down as one of the biggest mistakes in Internet history." According to Steve Lippin, writing in the *Wall Street Journal*, "Merger professionals point to these euphemistically called 'social issues'—ego and corporate pride, that is—as among the most difficult aspects of negotiating multibillion-dollar mergers these days. Although financial issues can be vexing too, these social issues can be deal-breakers."

In a similar and more recent situation in 2008, Yahoo! CEO Jerry Yang was ousted by the board of directors following failed deals with Microsoft and Google. Yang's behavior during negotiations indicated that he wasn't interested in bargaining as much as playing "hard to get." He "kept saying we should get more money, we should get more money, and [he was] not realizing how precarious their position was," says high-tech analyst Rob Enderle. In other words, even deals that look great financially can fall apart if participants fail to pay attention to organizational behavior issues such as perception, groupthink, and power and influence.

Based on information from Arnoldy. B. (2008, November 19). Why Yahoo's Jerry Yang stepped down. *Christian Science Monitor*. Retrieved January 20, 2009, from http://www.csmonitor.com/2008/1119/p02s01-usec.html; Auletta, K. (1998, November 19). The

last sure thing. *New Yorker*; Lipin, S. (1996, August 22). In many merger deals, ego and pride play big roles in which way talks go. *Wall Street Journal*, Eastern edition, p. C1; PointCast fire sale. (1999, May 11). *Wired*. Retrieved November 14, 2008, from www.wired.com/techbiz/media/news/1999/05/19618.

Discussion Questions

1. Considering the amount of buzz surrounding Hassett's new technology and the impact previous, similar advancements have made, was Hassett necessarily foolish for not taking a quick offer?
2. Is the PointCast situation a case of pride clouding someone's judgment or more accurately a representation of the rapidly changing nature of computer-related business? In other words, if Hassett's advancement had been in an industry that is not known for such rapid changes, would he have been considered foolish if he *hadn't* held out for more money?
3. This case focuses on how foolish Hassett was for not accepting Rupert Murdoch's first or second offer. However, think of the buyout offer from the perspective of Rupert Murdoch. If the buyout had gone through, News Corporation would likely have lost hundreds of millions of dollars on the deal, and the company was effectively spared massive losses by the merger falling through. What could Murdoch have done differently to protect against such risky mergers in the future?

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CHAPTER OVERVIEW

5: Utilize negotiation strategies to resolve conflict.

5.1: Negotiation I
5.2: Negotiations II
5.3: Effective Conflict Management Strategies Using Negotiations

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5.1: Negotiation I

We frequently engage in negotiations as we go about our daily activities, often without being consciously aware that we are doing so. Negotiation can be simple, e.g., two friends deciding on a place to eat dinner, or complex, e.g., governments of several nations trying to establish import and export quotas across multiple industries. When a formal proceeding is started in the court system, **alternative dispute resolution (ADR)**, or ways of solving an issue with the intent to avoid **litigation**, may be employed. Negotiation is often the first step used in ADR. While there are other forms of alternative dispute resolution, negotiation is considered to be the simplest because it does not require outside parties. An article in the **Organization Behavior and Human Decision Processes** defined **negotiation** as the "process by which parties with nonidentical preferences allocate resources through interpersonal activity and joint decision making." Analyzing the various components of this definition is helpful in understanding the theories and practices involved in negotiation as a form of dispute settlement.

Negotiation Types and Objectives

Per the above definition, negotiation becomes necessary when two parties hold "non-identical" preferences. This statement seems fairly obvious, since 100% agreement would indicate that there is not any need for negotiation. From this basic starting point, there are several ways of thinking about negotiation, including how many parties are involved. For example, if two small business owners find themselves in a disagreement over property lines, they will frequently engage in **dyadic negotiation**. Put simply, dyadic negotiation involves two individuals interacting with one another in an attempt to resolve a dispute. If a third neighbor overhears the dispute and believes one or both of them are wrong with regard to the property line, then **group negotiation** could ensue. Group negotiation involves more than two individuals or parties, and by its very nature, it is often more complex, time-consuming, and challenging to resolve.

While dyadic and group negotiations may involve different dynamics, one of the most important aspects of any negotiation, regardless of the quantity of negotiators, is the objective. Negotiation experts recognize two major goals of negotiation: relational and outcome. **Relational goals** are focused on building, maintaining, or repairing a partnership, connection, or rapport with another party. **Outcome goals**, on the other hand, concentrate on achieving certain end results. The goal of any negotiation is influenced by numerous factors, such as whether or not there will be contact with the other party in the future. For example, when a business negotiates with a supply company that it intends to do business with in the foreseeable future, it will try to focus on "win-win" solutions that provide the most value for each party. In contrast, if an interaction is of a one-time nature, that same company might approach a supplier with a "win-lose" mentality, viewing its objective as maximizing its own value at the expense of the other party's value. This approach is referred to as **zero-sum negotiation**, and it is considered to be a "hard" negotiating style. Zero-sum negotiation is based on the notion that there is a "fixed pie," and the larger the slice that one party receives, the smaller the slice the other party will receive. Win-win approaches to negotiation are sometimes referred to as **integrative**, while win-lose approaches are called **distributive**.

Figure 5.1.1: Certain negotiation styles adopt a mindset in which the extent of one's win is proportional to the other's loss. (Credit: Sebastian Voortman/ pexels/ License: CC0)

Negotiation Style

Everyone has a different way of approaching negotiation, depending on the circumstance and the person's personality. However, the **Thomas-Kilmann Conflict Mode Instrument (TKI)** is a questionnaire that provides a systematic framework for categorizing five broad negotiation styles. It is closely associated with work done by conflict resolution experts Dean Pruitt and Jeffrey Rubin. These styles are often considered in terms of the level of self-interest, instead of how other negotiators feel. These five general negotiation styles include:

- **Forcing**. If a party has high concern for itself, and low concern for the other party, it may adopt a competitive approach that only takes into account the outcomes it desires. This negotiation style is most prone to zero-sum thinking. For example, a car dealership that tries to give each customer as little as possible for his or her trade-in vehicle would be applying a forcing negotiation approach. While the party using the forcing approach is only considering its own self-interests, this negotiating style often undermines the party's long-term success. For example, in the car dealership example, if a customer feels she has not received a fair trade-in value after the sale, she may leave negative reviews and will not refer her friends and family to that dealership and will not return to it when the time comes to buy another car.
- **Collaborating**. If a party has high concern and care for both itself and the other party, it will often employ a collaborative negotiation that seeks to maximum the gain for both. In this negotiating style, parties recognize that acting in their mutual interests may create greater value and synergies.
- **Compromising**. A compromising approach to negotiation will take place when parties share some concerns for both themselves and the other party. While it is not always possible to collaborate, parties can often find certain points that are more important to one versus the other, and in that way, find ways to isolate what is most important to each party.
- **Avoiding**. When a party has low concern for itself and for the other party, it will often try to avoid negotiation completely.
- **Yielding**. Finally, when a party has low self-concern for itself and high concern for the other party, it will yield to demands that may not be in its own best interest. As with avoidance techniques, it is important to ask why the party has low self-concern. It may be due to an unfair power differential between the two parties that has caused the weaker party to feel it is futile to represent its own interests. This example illustrates why negotiation is often fraught with ethical issues.

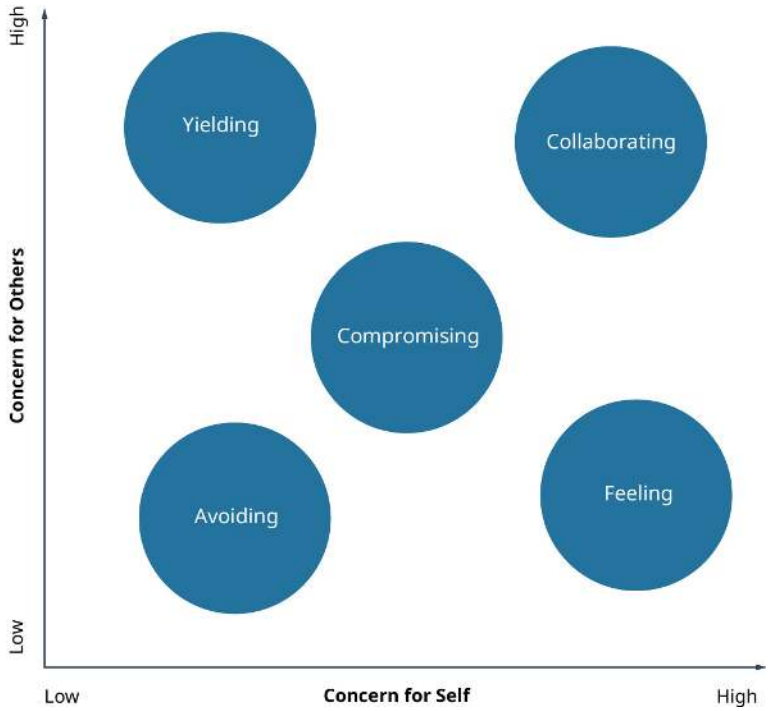

Figure 5.1.2: Concern for self vs. others leads to the differences in negotiating styles. (Modification of art by BNED/Rubin Credit: CC BY NC SA)

Negotiation Styles in Practice

Apple's response to its treatment of warranties in China, i.e., giving one-year warranties instead of two-year warranties as required by law, serves as an example of how negotiation may be used. While Apple products continued to be successful and popular in China, the issue rankled its customers, and Chinese celebrities joined the movement to address the concern. Chinese consumers felt that Apple was arrogant and didn't value its customers or the customers' feedback. In response, Tim Cook issued a public apology in which he expressed regret over the misunderstanding, saying, "We are aware that insufficient communications during this process has led to the perception that Apple is arrogant and disregards, or pays little attention to, consumer feedback. We express our sincere apologies for any concern or misunderstanding arising therefrom." Apple then listed four ways it intended to resolve the matter. By exhibiting humility and concern for its customers, Apple was able to diffuse a contentious situation that might have resulted in costly litigation.

Negotiation Laws

Negotiations are covered by a medley of federal and state laws, such as the **Federal Arbitration Act** and **Uniform Arbitration Act**. The Federal Arbitration Act (FAA) is a national policy that favors arbitration and enforces situations in which parties have contractually agreed to participate in arbitration. Parties who have decided to be subject to binding arbitration relinquish their constitutional right to settle their dispute in court. It is the FAA that allows parties to confirm their awards, as will be discussed in the following chapters. When considering negotiation laws, it is important to keep in mind that each state has laws with their own definitions and nuances. While the purpose of the Uniform Arbitration Act in the United States was to provide a uniform approach to the way states handle arbitration, it has only been adopted in some form by about 35 states.

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5.2: Negotiations II

Learning Objectives

1. Learn the five phases of negotiation.
2. Learn negotiation strategies.
3. Avoid common mistakes in negotiations.
4. Learn about third-party negotiations.

A common way that parties deal with conflict is via negotiation. Negotiation is a process whereby two or more parties work toward an agreement. There are five phases of negotiation, which are described below.

The Five Phases of Negotiation

Figure 5.2.1: The Five Phases of Negotiation

Phase 1: Investigation

The first step in negotiation is the investigation, or information gathering stage. This is a key stage that is often ignored. Surprisingly, the first place to begin is with yourself: What are your goals for the negotiation? What do you want to achieve? What would you concede? What would you absolutely not concede? Leigh Steinberg, the most powerful agent in sports (he was the role model for Tom Cruise's character in *Jerry Maguire*), puts it this way: "You need the clearest possible view of your goals. And you need to be brutally honest with yourself about your priorities" (Webber, 1998).

During the negotiation, you'll inevitably be faced with making choices. It's best to know what you want, so that in the heat of the moment you're able to make the best decision. For example, if you'll be negotiating for a new job, ask yourself, "What do I value most? Is it the salary level? Working with coworkers whom I like? Working at a prestigious company? Working in a certain geographic area? Do I want a company that will groom me for future positions or do I want to change jobs often in pursuit of new challenges?"

Phase 2: Determine Your BATNA

If you don't know where you're going, you will probably end up somewhere else.

Lawrence J. Peter

One important part of the investigation and planning phase is to determine your BATNA, which is an acronym that stands for the "best alternative to a negotiated agreement." Roger Fisher and William Ury coined this phrase in their book *Getting to Yes: Negotiating without Giving In*.

Thinking through your BATNA is important to helping you decide whether to accept an offer you receive during the negotiation. You need to know what your alternatives are. If you have various alternatives, you can look at the proposed deal more critically. Could you get a better outcome than the proposed deal? Your BATNA will help you reject an unfavorable deal. On the other hand, if the deal is better than another outcome you could get (that is, better than your BATNA), then you should accept it.

Think about it in common sense terms: When you know your opponent is desperate for a deal, you can demand much more. If it looks like they have a lot of other options outside the negotiation, you'll be more likely to make concessions.

As Fisher and Ury said, "The reason you negotiate is to produce something better than the results you can obtain without negotiating. What are those results? What is that alternative? What is your BATNA—your Best Alternative To a Negotiated Agreement? That is the standard against which any proposed agreement should be measured" (Fisher & Ury, 1981).

The party with the best BATNA has the best negotiating position, so try to improve your BATNA whenever possible by exploring possible alternatives (Pinkley, 1995).

Going back to the example of your new job negotiation, consider your options to the offer you receive. If your pay is lower than what you want, what alternatives do you have? A job with another company? Looking for another job? Going back to school? While you're thinking about your BATNA, take some time to think about the other party's BATNA. Do they have an employee who could readily replace you?

Once you've gotten a clear understanding of your own goals, investigate the person you'll be negotiating with. What does that person (or company) want? Put yourself in the other party's shoes. What alternatives could they have? For example, in the job negotiations, the other side wants a good employee at a fair price. That may lead you to do research on salary levels: What is the pay rate for the position you're seeking? What is the culture of the company?

Greenpeace's goals are to safeguard the environment by getting large companies and organizations to adopt more environmentally friendly practices such as using fewer plastic components. Part of the background research Greenpeace engages in involves uncovering facts. For instance, medical device makers are using harmful PVCs as a tubing material because PVCs are inexpensive. But are there alternatives to PVCs that are also cost-effective? Greenpeace's research found that yes, there are (Layne, 1999). Knowing this lets Greenpeace counter those arguments and puts Greenpeace in a stronger position to achieve its goals.

OB Toolbox: BATNA Best Practices

1. Brainstorm a list of alternatives that you might conceivably take if the negotiation doesn't lead to a favorable outcome for you.
2. Improve on some of the more promising ideas and convert them into actionable alternatives.
3. Identify the most beneficial alternative to be kept in reserve as a fall-back during the negotiation.
4. Remember that your BATNA may evolve over time, so keep revising it to make sure it is still accurate.
5. Don't reveal your BATNA to the other party. If your BATNA turns out to be worse than what the other party expected, their offer may go down, as PointCast learned in the opening case.

Sources: Adapted from information in Spangler, B. (2003, June). *Best Alternative to a Negotiated Agreement (BATNA)*. Retrieved November 12, 2008, from http://www.beyondintractability.org/essay/batna/; Conflict Research Consortium, University of Colorado. (1998). *Limits to agreement: Better alternatives*. Retrieved November 12, 2008, from www.colorado.edu/conflict/pea...blem/batna.htm; Venter, D. (2003). *What is a BATNA*? Retrieved January 14, 2008, from www.negotiationeurope.com/articles/batna.html.

Phase 3: Presentation

Figure 5.2.2: All phases of the negotiation process are important. The presentation is the one that normally receives the most attention, but the work done before that point is equally important. The Bush Center – Negotiations – CC BY-NC-ND 2.0.

The third phase of negotiation is presentation. In this phase, you assemble the information you've gathered in a way that supports your position. In a job hiring or salary negotiation situation, for instance, you can present facts that show what you've contributed to the organization in the past (or in a previous position), which in turn demonstrates your value. Perhaps you created a blog that brought attention to your company or got donations or funding for a charity. Perhaps you're a team player who brings out the best in a group.

Phase 4: Bargaining

During the bargaining phase, each party discusses their goals and seeks to get an agreement. A natural part of this process is making concessions, namely, giving up one thing to get something else in return. Making a concession is not a sign of weakness—parties expect to give up some of their goals. Rather, concessions demonstrate cooperativeness and help move the negotiation toward its conclusion. Making concessions is particularly important in tense union-management disputes, which can get bogged down by old issues. Making a concession shows forward movement and process, and it allays concerns about rigidity or closed-mindedness. What would a typical concession be? Concessions are often in the areas of money, time, resources, responsibilities, or autonomy. When negotiating for the purchase of products, for example, you might agree to pay a higher price in exchange for getting the products sooner. Alternatively, you could ask to pay a lower price in exchange for giving the manufacturer more time or flexibility in when they deliver the product.

One key to the bargaining phase is to ask questions. Don't simply take a statement such as "we can't do that" at face value. Rather, try to find out why the party has that constraint. Let's take a look at an example. Say that you're a retailer and you want to buy patio furniture from a manufacturer. You want to have the sets in time for spring sales. During the negotiations, your goal is to get the lowest price with the earliest delivery date. The manufacturer, of course, wants to get the highest price with the longest lead time before delivery. As negotiations stall, you evaluate your options to decide what's more important: a slightly lower price or a slightly longer delivery date? You do a quick calculation. The manufacturer has offered to deliver the products by April 30, but you know that some of your customers make their patio furniture selection early in the spring, and missing those early sales could cost you $1 million. So, you suggest that you can accept the April 30 delivery date if the manufacturer will agree to drop the price by $1 million.

"I appreciate the offer," the manufacturer replies, "but I can't accommodate such a large price cut." Instead of leaving it at that, you ask, "I'm surprised that a 2-month delivery would be so costly to you. Tell me more about your manufacturing process so that I can understand why you can't manufacture the products in that time frame."

"*Manufacturing* the products in that time frame is not the problem," the manufacturer replies, "but getting them *shipped* from Asia is what's expensive for us."

When you hear that, a light bulb goes off. You know that your firm has favorable contracts with shipping companies because of the high volume of business the firm gives them. You make the following counteroffer: "Why don't we agree that my company will

arrange and pay for the shipper, and you agree to have the products ready to ship on March 30 for $10.5 million instead of $11 million?" The manufacturer accepts the offer—the biggest expense and constraint (the shipping) has been lifted. You, in turn, have saved money as well (Malhotra & Bazerman, 2007).

Phase 5: Closure

Closure is an important part of negotiations. At the close of a negotiation, you and the other party have either come to an agreement on the terms, or one party has decided that the final offer is unacceptable and therefore must be walked away from. Most negotiators assume that if their best offer has been rejected, there's nothing left to do. You made your best offer and that's the best you can do. The savviest of negotiators, however, see the rejection as an opportunity to learn. "What would it have taken for us to reach an agreement?"

Recently, a CEO had been in negotiations with a customer. After learning the customer decided to go with the competition, the CEO decided to inquire as to why negotiations had fallen through. With nothing left to lose, the CEO placed a call to the prospect's vice president and asked why the offer had been rejected, explaining that the answer would help improve future offerings. Surprisingly, the VP explained the deal was given to the competitor because, despite charging more, the competitor offered after-sales service on the product. The CEO was taken by surprise, originally assuming that the VP was most interested in obtaining the lowest price possible. In order accommodate a very low price, various extras such as after-sales service had been cut from the offer. Having learned that the VP was seeking service, not the lowest cost, the CEO said, "Knowing what I know now, I'm confident that I could have beaten the competitor's bid. Would you accept a revised offer?" The VP agreed, and a week later the CEO had a signed contract (Malhotra & Bazerman, 2007).

Sometimes at the end of negotiations, it's clear why a deal was not reached. But if you're confused about why a deal did not happen, consider making a follow-up call. Even though you may not win the deal back in the end, you might learn something that's useful for future negotiations. What's more, the other party may be more willing to disclose the information if they don't think you're in a "selling" mode.

Should You Negotiate for a Higher Salary?

Yes! According to a survey conducted by CareerBuilder.com, 58% of hiring managers say they leave some negotiating room when extending initial job offers. The survey also found that many of the hiring managers agree to a candidate's request for a higher salary. "Salary negotiation has become a growing opportunity in the job acquisition process," says Bill Hawkins, president and CEO of The Hawkins Company, a full-service executive search firm with offices in Los Angeles and Atlanta. "Candidates who fail to make a counteroffer could forfeit significant income."

Source: Adapted from information in Reed-Woodard, M. (2007, April). Taking money off the table. *Black Enterprise*, *37*(9), 60–61.

Negotiation Strategies

Distributive Approach

The distributive view of negotiation is the traditional fixed-pie approach. That is, negotiators see the situation as a pie that they have to divide between them. Each tries to get more of the pie and "win." For example, managers may compete over shares of a budget. If marketing gets a 10% increase in its budget, another department such as R&D will need to decrease its budget by 10% to offset the marketing increase. Focusing on a fixed pie is a common mistake in negotiation, because this view limits the creative solutions possible.

Integrative Approach

A newer, more creative approach to negotiation is called the integrative approach. In this approach, both parties look for ways to integrate their goals under a larger umbrella. That is, they look for ways to *expand* the pie, so that each party gets more. This is also called a win–win approach. The first step of the integrative approach is to enter the negotiation from a cooperative rather than an adversarial stance. The second step is all about listening. Listening develops trust as each party learns what the other wants and everyone involved arrives at a mutual understanding. Then, all parties can explore ways to achieve the individual goals. The

general idea is, “If we put our heads together, we can find a solution that addresses everybody’s needs.” Unfortunately, integrative outcomes are not the norm. A summary of 32 experiments on negotiations found that although they could have resulted in integrated outcomes, only 20% did so (Thompson & Hrebec, 1996). One key factor related to finding integrated solutions is the experience of the negotiators who were able to reach them (Thompson, 1990).

OB Toolbox: Seven Steps to Negotiating a Higher Salary

- Step 1: *Overcome your fear*.
  - The first step is to overcome your fears. Many people don’t even begin a salary negotiation. We may be afraid of angering the boss or think that because we are doing a good job, we’ll automatically be rewarded. But, just because you’re doing a good job doesn’t mean you’ll automatically get a raise. Why? If you don’t ask for one, the boss may believe you’re satisfied with what you’re getting. So why should he pay you more? Imagine going into a car dealership and being absolutely delighted with a car choice. The sticker price is $19,000. Would you pay the dealer $23,000 just because you really like the car? Of course not. You probably wouldn’t even offer $19,000. If the car was up for auction, however, and another bidder offered $20,000, you’d likely increase your offer, too.
  - That’s what salary negotiation is like. Your boss may be thrilled with you but at the same time is running a business. There’s no reason to pay an employee more if you seem satisfied with your current salary.
- Step 2: *Get the facts*.
  - Before you enter into the negotiation, do some background research. What are other companies paying people in your position? Check sites such as Payscale.com, salary.com, and salaryexpert.com to get a feel for the market. Look at surveys conducted by your professional organization.
- Step 3: *Build your case*.
  - How important are you to the organization? How have you contributed? Perhaps you contributed by increasing sales, winning over angry customers, getting feuding team members to cooperate, and so on. Make a list of your contributions. Be sure to focus on the contributions that your boss values most. Is it getting recognition for the department? Easing workload? If another employer has shown interest in you, mention that as a fact. However, don’t use this as a threat unless you’re prepared to take the other offer. Mentioning interest from another employer gets the boss to think, “If I don’t give this raise, I may lose the employee.” (By the way, if you don’t feel you have a strong case for your raise, perhaps this isn’t the time to ask for one.)
- Step 4: *Know what you want*.
  - Set your target salary goal based on your research and the norms of what your organization will pay. Now ask yourself, if you don’t get this figure, would you quit? If not, are there other alternatives besides a salary increase that you’d consider? For example, would you accept a higher title? More vacation time? Paid training to learn a new skill? Flexible hours?
- Step 5: *Begin assertively*.
  - Start the discussion on a strong but friendly tone. “I think I’m worth more than I’m being paid.” List the ways you’ve contributed to the company.
- Step 6: *Don’t make the first offer*.
  - Let your boss name the figure. You can do this by asking, “How much of a raise could you approve?” However, if the boss insists that you name a figure, ask for the most that you can reasonably expect to get. You want to be reasonable, but you need to allow room to make a concession. Your boss will assume your opening number was high and will offer you less, so asking for the actual figure you want may leave you feeling disappointed.
  - If the boss opens with, “The salary range for this position is $66,000 to 78,000,” ask for the high end. If your goal was higher than that range, challenge the range by explaining how you are an exception and why you deserve more.
- Step 7: *Listen more than talk*.
  - You’ll learn more by listening rather than talking. The more you listen, the better the boss will feel about you—people tend to like and trust people who listen to them.
  - If you can’t get a raise now, get your boss to agree to one in a few months if you meet agreed-upon objectives.

Sources: Adapted from information in Brodow, E. (2006). *Negotiation boot camp*. New York: Currency/Doubleday; Nemko, M. (2007, December 31). The general way to get a raise. *U.S. News & World Report*, 57.

Avoiding Common Mistakes in Negotiations

Failing to Negotiate/Accepting the First Offer

You may have heard that women typically make less money than men. Researchers have established that about one-third of the gender differences observed in the salaries of men and women can be traced back to differences in starting salaries, with women making less, on average, when they start their jobs (Gerhart, 1990). Some people are taught to feel that negotiation is a conflict situation, and these individuals may tend to avoid negotiations to avoid conflict. Research shows that this negotiation avoidance is especially prevalent among women. For example, one study looked at students from Carnegie-Mellon who were getting their first job after earning a master's degree. The study found that only 7% of the women negotiated their offer, while men negotiated 57% of the time (CNN, 2003). The result had profound consequences. Researchers calculate that people who routinely negotiate salary increases will earn over $1 million more by retirement than people who accept an initial offer every time without asking for more (Babcock & Lascheve, 2003). The good news is that it appears that it is possible to increase negotiation efforts and confidence by training people to use effective negotiation skills (Stevens, Bavetta, & Gist, 1993).

Letting Your Ego Get in the Way

Thinking only about yourself is a common mistake, as we saw in the opening case. People from the United States tend to fall into a self-serving bias in which they overinflate their own worth and discount the worth of others. This can be a disadvantage during negotiations. Instead, think about why the other person would want to accept the deal. People aren't likely to accept a deal that doesn't offer any benefit to them. Help them meet their own goals while you achieve yours. Integrative outcomes depend on having good listening skills, and if you are thinking only about your own needs, you may miss out on important opportunities. Remember that a good business relationship can only be created and maintained if both parties get a fair deal.

Having Unrealistic Expectations

Susan Podziba, a professor of mediation at Harvard and MIT, plays broker for some of the toughest negotiations around, from public policy to marital disputes. She takes an integrative approach in the negotiations, identifying goals that are large enough to encompass both sides. As she puts it, "We are never going to be able to sit at a table with the goal of creating peace and harmony between fishermen and conservationists. But we can establish goals big enough to include the key interests of each party and resolve the specific impasse we are currently facing. Setting reasonable goals at the outset that address each party's concerns will decrease the tension in the room, and will improve the chances of reaching an agreement" (Rothenberger, 2008). Those who set unreasonable expectations are more likely to fail.

Getting Overly Emotional

Negotiations, by their very nature, are emotional. The findings regarding the outcomes of expressing anger during negotiations are mixed. Some researchers have found that those who express anger negotiate worse deals than those who do not (Kopelman, Rosette, & Thompson, 2006), and that during online negotiations, those parties who encountered anger were more likely to compete than those who did not (Friedman et al., 2004). In a study of online negotiations, words such as *despise*, *disgusted*, *furious*, and *hate* were related to a reduced chance of reaching an agreement (Brett et al., 2007). However, this finding may depend on individual personalities. Research has also shown that those with more power may be more effective when displaying anger. The weaker party may perceive the anger as potentially signaling that the deal is falling apart and may concede items to help move things along (Van Kleef & Cote, 2007). This holds for online negotiations as well. In a study of 355 eBay disputes in which mediation was requested by one or both of the parties, similar results were found. Overall, anger hurts the mediation process unless one of the parties was perceived as much more powerful than the other party, in which case anger hastened a deal (Friedman et al., 2004). Another aspect of getting overly emotional is forgetting that facial expressions are universal across cultures, and when your words and facial expressions don't match, you are less likely to be trusted (Hill, 2007; Holloway, 2007).

Letting Past Negative Outcomes Affect the Present Ones

Research shows that negotiators who had previously experienced ineffective negotiations were more likely to have failed negotiations in the future. Those who were unable to negotiate some type of deal in previous negotiation situations tended to have lower outcomes than those who had successfully negotiated deals in the past (O'Connor, Arnold, & Burris, 2005). The key to remember is that there is a tendency to let the past repeat itself. Being aware of this tendency allows you to overcome it. Be vigilant to examine the issues at hand and not to be overly swayed by past experiences, especially while you are starting out as a negotiator and have limited experiences.

Tips for Negotiation Success

- *Focus on agreement first*. If you reach an impasse during negotiations, sometimes the best recourse is to agree that you disagree on those topics and then focus only on the ones that you can reach an agreement on. Summarize what you've agreed on, so that everyone feels like they're agreeing, and leave out the points you don't agree on. Then take up those issues again in a different context, such as over dinner or coffee. Dealing with those issues separately may help the negotiation process.
- *Be patient*. If you don't have a deadline by which an agreement needs to be reached, use that flexibility to your advantage. The other party may be forced by circumstances to agree to your terms, so if you can be patient you may be able to get the best deal.
- *Whose reality*? During negotiations, each side is presenting their case—their version of reality. Whose version of reality will prevail? Leigh Steinberg offers this example from the NFL, when he was negotiating the salary of Warren Moon. Moon was 41 years old. That was a fact. Did that mean he was hanging on by a thread and lucky to be employed in the first place? "Should he be grateful for any money that the team pays him?" Steinberg posed, "Or is he a quarterback who was among the league leaders in completions and attempts last year? Is he a team leader who took a previously moribund group of players, united them, and helped them have the best record that they've had in recent years?" All those facts are true, and negotiation brings the relevant facts to the forefront and argues their merit.
- *Deadlines*. Research shows that negotiators are more likely to strike a deal by making more concessions and thinking more creatively as deadlines loom than at any other time in the negotiation process.
- *Be comfortable with silence*. After you have made an offer, allow the other party to respond. Many people become uncomfortable with silence and feel they need to say something. Wait and listen instead.

Sources: Adapted from information in Stuhlmacher, A. F., Gillespie, T. L., & Champagne, M. V. (1998). The impact of time pressure in negotiation: A meta-analysis. *International Journal of Conflict Management*, *9*, 97–116; Webber, A. (1998, October). How to get them to show you the money. *Fast Company*. Retrieved November 13, 2008 from http://www.fastcompany.com/magazine/19/showmoney.html.

When All Else Fails: Third-Party Negotiations

Alternative Dispute Resolution

Alternative Dispute Resolution (ADR) includes mediation, arbitration, and other ways of resolving conflicts with the help of a specially trained, neutral third party without the need for a formal trial or hearing (New York State Unified Court System, 2008). Many companies find this effective in dealing with challenging problems. For example, Eastman Kodak Company added an alternative dispute resolution panel of internal employees to help them handle cases of perceived discrimination and hopefully stop a conflict from escalating (Deutsch, 2004).

Mediation

In mediation, an outside third party (the mediator) enters the situation with the goal of assisting the parties in reaching an agreement. The mediator can facilitate, suggest, and recommend. The mediator works with both parties to reach a solution but does not represent either side. Rather, the mediator's role is to help the parties share feelings, air and verify facts, exchange perceptions, and work toward agreements. Susan Podziba, a mediation expert, has helped get groups that sometimes have a hard time seeing the other side's point of view to open up and talk to one another. Her work includes such groups as pro-choice and pro-life advocates, individuals from Israel and Palestine, as well as fishermen and environmentalists. According to the U.S. Equal Employment

Opportunity Commission, "Mediation gives the parties the opportunity to discuss the issues raised in the charge, clear up misunderstandings, determine the underlying interests or concerns, find areas of agreement and, ultimately, to incorporate those areas of agreements into resolutions. A mediator does not resolve the charge or impose a decision on the parties. Instead, the mediator helps the parties to agree on a mutually acceptable resolution. The mediation process is strictly confidential" (The U.S. Equal Employment Opportunity Commission, 2007). One of the advantages of mediation is that the mediator helps the parties design their own solutions, including resolving issues that are important to both parties, not just the ones under specific dispute. Interestingly, sometimes mediation solves a conflict even if no resolution is reached. Here's a quote from Avis Ridley-Thomas, the founder and administrator of the Los Angeles City Attorney's Dispute Resolution Program, who explains, "Even if there is no agreement reached in mediation, people are happy that they engaged in the process. It often opens up the possibility for resolution in ways that people had not anticipated" (Layne, 1999). An independent survey showed 96% of all respondents and 91% of all charging parties who used mediation would use it again if offered (Layne, 1999).

You Know It's Time for a Mediator When…

- *The parties are unable to find a solution themselves*.
- *Personal differences are standing in the way of a successful solution*.
- *The parties have stopped talking with one another*.
- *Obtaining a quick resolution is important*.

Sources: Adapted from information in Crawley, J. (1994). *Constructive conflict management*. San Diego: Pfeiffer; Mache, K. (1990). *Handbook of dispute resolution: Alternative dispute resolution in action*. London: Routledge.

Arbitration

In contrast to mediation, in which parties work with the mediator to arrive at a solution, in arbitration the parties submit the dispute to the third-party arbitrator. It is the arbitrator who makes the final decision. The arbitrator is a neutral third party, but the decision made by the arbitrator is final (the decision is called the "award"). Awards are made in writing and are binding to the parties involved in the case (American Arbitration Association, 2007). Arbitration is often used in union-management grievance conflicts.

Arbitration-Mediation

Figure 5.2.3: As a last resort, judges resolve conflicts. Wikimedia Commons – public domain.

It is common to see mediation followed by arbitration. An alternative technique is to follow the arbitration with mediation. The format of this conflict resolution approach is to have both sides formally make their cases before an arbitrator. The arbitrator then makes a decision and places it in a sealed envelope. Following this, the two parties work through mediation. If they are unable to reach an agreement on their own, the arbitration decisions become binding. Researchers using this technique found that it led to voluntary agreements between the two parties 71% of the time versus 50% for mediation followed by arbitration (Conlon, Moon, & Ng, 2002).

Key Takeaways

Negotiation consists of five phases that include investigation, determining your BATNA, presentation, bargaining, and closure. Different negotiation strategies include the distributive approach (fixed-pie approach) and the integrative approach (expanding-the-pie approach). Research shows that some common mistakes made during negotiations include accepting the first offer made, letting egos get in the way, having unrealistic expectations, getting overly emotional, and letting past negative outcomes affect the present ones. Third-party negotiators are sometimes needed when two sides cannot agree.

Exercises

1. What are the negotiation phases and what goes on during each of them?
2. When negotiating, is establishing a BATNA important? Why or why not?
3. What are the third-party conflict resolution options available?

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5.3: Effective Conflict Management Strategies Using Negotiations

Learning Objectives

1. List four preventive steps that a group and its members may take to lessen the likelihood of experiencing damaging conflict
2. Identify measures related to space and time that a group may employ to mediate against potentially destructive conflict
3. Describe steps which members of a group may take to manage conflict when it arises
4. Explain the "SLACK" method of managing conflict

I've led a school whose faculty and students examine and discuss and debate every aspect of our law and legal system. And what I've learned most is that no one has a monopoly on truth or wisdom. I've learned that we make progress by listening to each other, across every apparent political or ideological divide.

Elena Kagan

In calm water, every ship has a good captain.

Swedish Proverb

To be peaceable is, by definition, to be peaceable in time of conflict.

Progressive magazine

If group members communicate effectively and show sensitivity to each other's needs and styles, they can often prevent unproductive and destructive conflict from developing. Nevertheless, they should also be prepared to respond in situations when conflict does crop up.

Before considering some strategies for dealing with conflicts, it's worth pointing out that the title of this section refers to "management" of conflict rather than to "resolution." The reason for this choice of terminology is that not all conflict needs to be—or can be—resolved. Still, most conflict needs to be managed to keep it from side-tracking, slowing down, weakening, or eventually destroying a group.

First Things First

We've all heard that an ounce of prevention is worth a pound of cure. Managing conflict is easiest if we've acquired some tools to prevent it from getting out of hand. One way to gain such tools is to undergo some actual formal training in conflict management. A Google search of educational sites related to "conflict management courses" yields several thousand results from around the United States and elsewhere, including numerous certificate and degree programs at the undergraduate and graduate level. Commercial entities offer hundreds more opportunities for professional development in this realm.

A second, more specific preventive measure is for members of a group to periodically review and reaffirm their commitment to the norms, policies, and procedures they've set for themselves. In more formal groups, it's a good idea to assign one member to look over the bylaws or constitution every year to see if anything needs to be changed, clarified, or removed in light of altered circumstances. The danger in not paying attention to such details is represented in the story, told by Robert Townsend, Townsend, Robert (1970). *Up the organization*. New York: Alfred A. Knopf., of a British civil service job created in 1803 which called for a man to stand on the Cliffs of Dover with a spyglass. The man's role was to ring a bell if he saw Napoleon coming. The job was not abolished until 1945.

A third measure which groups can take to lessen the possibility that damaging conflict will take place within them is to discuss and distinguish between detrimental and beneficial conflict—between that which promotes improvement and that which obstructs progress. The initial "forming" stage of a group, when people are apt to act tentative and be on their best behavior, is probably the best time to set aside some group time to let members share their views, experiences, and expectations with regard to "bad" and "good" conflict. It may be a good idea to ask members of the group to cite specific examples of conflict which they would accept or endorse, and also examples of conflict which they would hope to avoid.

A fourth preventive measure is for the group to explicitly remind its members that "deviates" are to be appreciated and respected for the diverse perspectives they can share and the unconventional opinions they may hold. This kind of statement may give

creative members the impression that they have intellectual “free space” for generating and sharing ideas later in the evolution of the group.

Logistical Measures

Proponents of feng shui believe that configurations of furniture affect people’s moods and behavior. Employees at the National Observatory in Washington, DC, maintain an atomic clock that keeps precise universal time. You don’t need to belong to either of these groups to believe that how a group uses space and time can affect the level and nature of conflict it will experience.

With respect to proxemics, for instance, research has demonstrated that conflict between people who disagree with each other is more likely to flare up if they sit directly across from each other than if they are seated side by side. Gordon, J., Mondy, R. W., Sharplin, A., & Premeaux, S. R. (1990). *Management and organizational behavior*. New York: Simon & Schuster, p. 540. Why not, then, purposefully plan where people are going to sit and the angles from which they’ll see each other?

Decisions about when and for how long groups will gather can also affect their level of conflict. Research into human beings’ circadian rhythm—the 24-hour cycle of energy highs and lows-shows that 3 a.m. and 3 p.m. are the two lowest-energy times. www.thedailybeast.com/newsweek/2004/10/17/night-shift.html Depending on whether group members clash more or less when their energy level is low, it, therefore, may or may not be wise to meet at three o’clock in the afternoon.

Whenever people in a group get together, it’s natural that the mood and outlook they bring with them will be influenced in part by what’s happened to them earlier that day. For any individual, a touchy discussion, a disappointment, or an embarrassing episode might precede the group’s interactions. Unfortunate events like these—as well as other powerful experiences, whether positive or not—may consciously or unconsciously color the demeanor of group members at the start of their interaction.

Another time-related conflict management strategy, thus, is to begin a discussion with a “time out” for people to rest and loosen up. We know of college instructors who initiate each of their class sessions with two minutes of silence for this same purpose.

Once Conflict Occurs…

Numerous authorities have offered suggestions on how to manage conflict once it reaches a level where it should not or cannot be allowed to dissipate on its own. Hartley & Dawson, first of all, Hartley, P., & Dawson, M. (2010). *Success in groupwork.* New York: St. Martin’s Press. suggested taking the following steps:

1. Make sure the lines of communication are open. If they aren’t, open them.
2. Define the issues. Don’t allow a nebulous sense of overpowering disagreement to develop. Be specific about what the conflict pertains to.
3. Focus on the task, rather than on personalities. Discourage or deflect comments that question a group member’s motives or personal qualities.
4. Proceed according to your established ground rules, policies, procedures, and norms. After all, you established these components of your group’s identity precisely to deal with difficult circumstances.

In addition to following rules and procedures peculiar to its own history, a group that’s experiencing conflict should strive to maintain civilityMeyer, J.R. Effect of verbal aggressiveness on the perceived importance of secondary goals in messages. *Communication Studies, 55*, 168–184. and follow basic etiquette. As Georges Clemenceau wrote, “Etiquette is nothing but hot air, but that is what our automobiles ride on, and look how it smoothes out the bumps.”

Malcolm Gladwell’s popular book, *The Tipping Point*, describes how New York City’s subway system was revitalized by David Gunn and William Bratton in the 1980s and 90s Gladwell, M. (2000). *The tipping point: How little things can make a big difference.* New York: Little, Brown and Company.. Together, Gunn and Bratton launched a campaign to eliminate vandalism, including graffiti on the sides of train cars, and to prosecute “fare-beaters.” At the start of the campaign, doubters complained that more serious crime in the subways and streets needed to be attacked first. Gunn and Bratton insisted, however, that setting a broad example of civility would ultimately create an atmosphere in which potential criminals would be less likely to engage in serious criminal acts. After many years of relentlessly enforcing basic laws mandating public decency, not only did graffiti nearly disappear entirely from the subway system, but overall crime in the New York metropolitan area declined substantially.

Hopefully, you will never witness vandalism, much less felonious behavior, in a small group. Malicious verbal interchanges, nevertheless, can poison the atmosphere among people and should be prevented if at all possible. As an old Japanese saying puts it,

"The one who raises his voice first loses the argument." It doesn't hurt to calmly and quietly ask that discussion of particularly contentious topics be postponed if comments seem to be in danger of overwhelming the group with negativity.

Figure 5.3.1: Source: www.flickr.com/photos/joeshlabotnik/842977816/

In addition to reminding people that they should exercise basic politeness, it may be wise at times for someone in the group to ask for a recess in a discussion. Calvin Coolidge said, "I have never been hurt by anything I didn't say," and it may be a good idea in irate moments to silence people briefly to prevent what Adler and Rodman, Adler, R.B., & Rodman, G. (2009). *Understanding human communication* (10th ed.). New York: Oxford University Press. referred to as an "escalatory spiral" of hurtful conversation.

If the tone of a group discussion permits thoughtful reflection, it can be helpful to separate task and relationship goals and deal with conflict over each kind separately. Fisher, R., & Brown, S. (1988). *Getting Together: Building a relationship that gets to yes.* Boston: Houghton-Mifflin. Using indirect communication, rather than confronting another group member head-on, may also defuse extreme emotions and preserve other people's faces.

Here are further techniques for managing conflict in group interactions:

1. "Test the waters" for new ideas without making it seem that you're so attached to them that you'll fight to impose them on others.
2. If an ego clash erupts, see if you can identify something that the disagreeing individuals *can* agree on. Perhaps this will be a superordinate goal. It could also be a common opposing force, since the idea that "my enemy's enemy is my friend" can serve to bind people together.
3. Employ active listening. Strive to fully understand other people's viewpoints before stating your own.
4. If people's comments meander to topics that aren't germane, steer the discussion back to the key issues under discussion.
5. Frame the situation as a problem to be solved, rather than as a struggle which must be won.
6. Treat everyone as partners on a common quest. Invite continued frank interchanges and assure group members that they may speak out without fear of reprisal.
7. Consider carefully how important it is for you to prevail in a particular conflict or even just to express your views. Ask yourself whether the potential negative consequences of your action will be worth it.
8. Unless a disagreement is over an essential point, consider whether it might be best to "agree to disagree" and move on.

Figure 5.3.2: Source: www.flickr.com/photos/buddawiggi/5987710858/

"Going with the Flow"

As we've seen, there is no shortage of specific strategies and techniques for people to choose from when conflict occurs in a group. In fact, it may be overwhelming to try to decide which strategies and techniques to use, at which times and with which people, under which circumstances. Randy Fujishin, a therapist and writer from California, proposed an attitude that might help people deal both with conflict itself and with the feelings of stress it often engenders. He suggested that we regard conflict as neither a call to battle nor a warning to dissolve or disband a group. Instead, Fujishin proposed that people regard conflict as "an invitation to listen, learn, explore, and growFujishin, R. (1998). *Gifts from the heart: 10 communication skills for developing more loving relationships.* San Francisco: Acada Books.." His advice when conflict takes place is this: "Instead of tensing, relax. Instead of stiffening, bend. Instead of arguing, listen. Instead of pushing or running away, get closer. Flow with the disagreement, situation, or individual for a period to discover where it may lead."

Fujishin also developed what he called the "SLACK" method of managing conflict. Although he intended it to be brought to bear primarily on disputes in one-on-one relationships, its components may apply also in group situations. "SLACK" is an acronym standing for "sit, listen, ask, compromise, and kiss." Major emphasis in this method is placed on being receptive to what other parties in a conflict have to say, as well as to their emotional states. Fujishin really does suggest kissing or hugging as the final step in this method, but of course many groups will choose instead to celebrate the achievement of post-conflict reconciliation and progress through words.

Perhaps the central message we can derive from Fujishin's writings on this topic is that, although we should respond to conflict earnestly, we should take a long view and avoid losing our composure in the process of managing it. Even at moments of extreme tension, we can remind ourselves of an ancient saying attributed first to Persian mystics and later cited by such notable figures as Abraham Lincoln: "This too shall pass."Taylor, A. (1968). "This Too Will Pass (Jason 910Q)". In F. Harkort, K.C. Peeters, & R. Wildhaber. *Volksüberlieferung: Festschrift für Kurt Ranke* (pp. 345–350). Göttingen, German: Schwartz.

Key Takeaway

- Conflict can be managed by implementing a combination of preventive, logistical, and procedural actions, as well as by maintaining composure and perspective.

Exercise 5.3.1

1. What proportion of conflicts within small groups do you feel can actually be resolved rather than merely managed? Provide a rationale and example(s) for your answer.
2. Think about a conflict that you recently observed or took part in. What elements of its timing, location, or physical surroundings do you think contributed to its nature or severity? Which of those elements, if any, do you think someone might have been able to change to lessen the intensity of the conflict?
3. Labor negotiations sometimes include a mandated "cooling-off period." Describe a conflict situation you've witnessed which you believe might have turned out better had such a cooling-off period been incorporated into it. Describe areas of conflict in your life, at school or elsewhere, in which you feel it would be helpful to make use of such a technique?

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CHAPTER OVERVIEW

6: Implications for Leaders and Managers Resolving Conflict

6.1: Leadership and Conflict
6.2: The Role of Ethics and National Culture
6.3: Emotional and Social Intelligence in Leadership

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6.1: Leadership and Conflict

Learning Objectives

1. Describe four roles that a leader might play with respect to conflict
2. Assess the effectiveness of leadership behavior exhibited in an illustrative academic situation

"The hope of the world is that wisdom can arrest conflict between brothers. I believe that war is the deadly harvest of arrogant and unreasoning minds."

Dwight Eisenhower

To lead a group successfully through conflict requires patience, goodwill, and determination. Robert Bolton, Bolton, R. (1979). *People skills: How to assert yourself, listen to others, and resolve conflicts*. Englewood Cliffs, NJ: Prentice-Hall noted that leaders with low levels of defensiveness tend to help people in their organizations avert unnecessary strife because they are able to focus on understanding and dealing with challenges rather than on saving face or overcoming resistance from others in their groups. Bolton also wrote that employing power judiciously, displaying charisma, and employing effective communication skills can positively affect the way conflict is handled. In this section, we will examine four general roles a leader may adopt with respect to preparing for inevitable instances of conflict. We will also provide an example of how one leader adopted the fourth role in a conflict situation.

The Leader as Motivator

Just as it takes more than one person to create conflict, it generally requires more than a single individual to resolve it. A leader should, therefore, try somehow to cause other members of a group to identify benefits to themselves of engaging in productive rather than destructive conflict. Randy Komisar, a prominent Silicon Valley executive who has worked with companies such as WebTV and TiVo and co-founded Claris Corporation, had this to say about the importance of this kind motivational role as his companies grew:

"I found that the art wasn't in getting the numbers to foot, or figuring out a clever way to move something down the assembly line. It was in getting somebody else to do that and to do it better than I could ever do, in encouraging people to exceed their own expectations; in inspiring people to be great; and in getting them to do it all together, in harmony. That was the high art."Komisar, R., & Lineback, K. (2000). *The monk and the riddle: The education of a Silicon Valley entrepreneur.* Cambridge, MA: Harvard Business Press. We'll talk later about specific strategies that leaders and other group members can employ to manage conflict by means of motivation and other strategies.

The Leader as Delegator

No leader, even the leader of a handful of other people in a small team, can handle all the challenges or do all the work of a group. In fact, you've probably encountered leaders throughout your life who either exhausted themselves or alienated other group members—or both!—because they tried to do just that. Beyond accepting the sheer impossibility of shouldering all of a group's work, a leader can attempt to prevent or manage conflict by judiciously by acting as a delegator, turning over responsibility for various tasks to others.

Warren Bennis, a pioneer in the field of leadership, wrote that such delegation is a vital component of the leader's role. When it is practiced skillfully, according to Bennis, delegation may confine conflicts to the levels at which they occur and free the leader to conduct higher-level undertakings Bennis, W. (1997). *Why leaders can't lead.* San Francisco: Jossey-Bass.

The Leader as "Structuralist"

Michael Thomas, a professor for many years at the University of Texas, served as a respected consultant to numerous businesses and educational institutions. As he went from group to group, he tackled their problems primarily by reviewing their organizational charts and tinkering with their structure. As an admired organizational theorist and structuralist, he believed that nearly any problem, tension, or conflict in a group could be solved structurally Professor emeritus Thomas, Jr., dies at 76. (2008, Nov 14). *US Fed News Service, Including US State News*. Retrieved from ProQuest Database. How people behave, he said, is largely

determined by where they sit in an organization and whom they report to and supervise. If Mike saw that people in two separate sections of a group were at odds, for instance, he would propose that the sections be consolidated so that both became responsible to the same supervisor. Mike certainly used further techniques in his consultant's role, but his emphasis on structural changes stands as one kind of advice for leaders who hope to lessen the damaging effects of conflict in their groups.

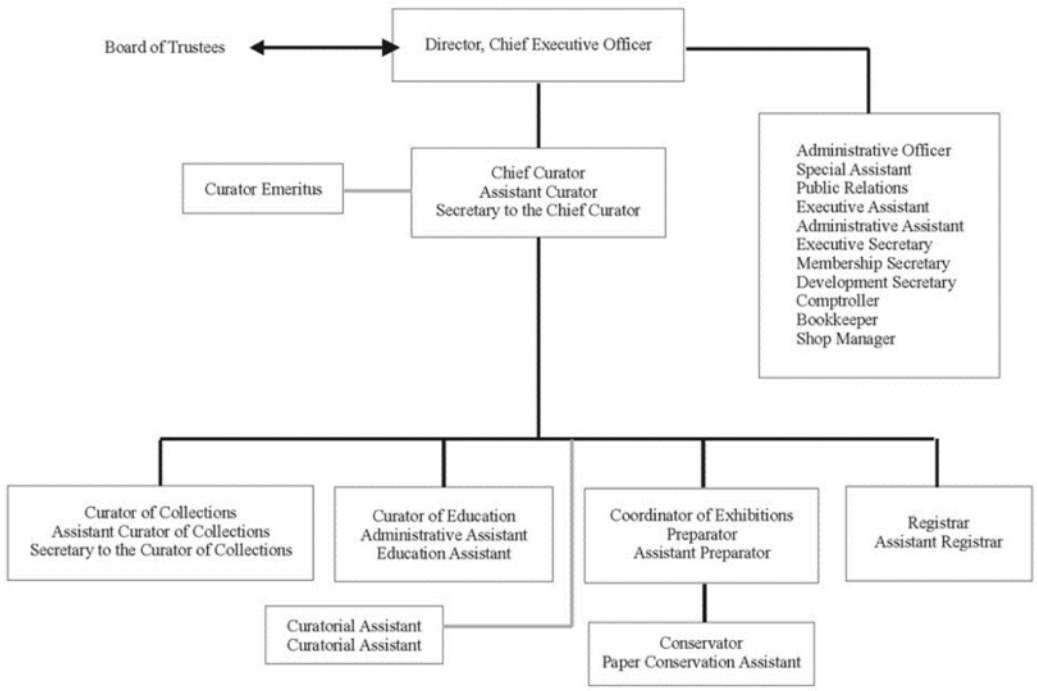

Figure 6.1.1: Organization chart for a museum. Source: www.flickr.com/photos/zerne/19747286/

Realistic Conflict Theory, or Realistic Group Conflict Theory (RGCT), likewise stresses the importance for leaders of configuring subgroups within a larger group so that they are required to meet common goals. A classic study by social psychologist Muzafer Sherif, Sherif, M., Harvey, O.J., White, B.J., Hood, W., & Sherif, C.W. (1961). *Intergroup conflict and cooperation: The robbers cave experiment*. Norman, OK: The University Book Exchange. with 22 twelve-year-old boys in a summer camp in Oklahoma exemplifies the nature of RGCT and illustrates the concept of "leader as structuralist."

The boys were split into two groups at the start of the study, after which leaders quickly emerged in each group. The two groups were then required to compete in camp games and were rewarded on the basis of their performance. Soon conflict arose as negative attitudes and behavior developed within each group toward the other.

In the third part of the study, the structure of the camp was changed in such a way that the two antagonistic groups were called upon to share responsibility for accomplishing a variety of tasks. The outcome of this structural change was that attitudes within each group toward the other became favorable and conflict lessened dramatically. Sherif, Muzafer (1966). *In common predicament: Social psychology of intergroup conflict and cooperation*. Boston: Houghton Mifflin.

Paradoxically, a leader may also deal with conflict by separating people rather than bringing them together. If a team is experiencing internal conflict that seems to be related to intense personality differences between two individuals, for instance, the leader may decide to change the composition of the team so as to reduce their interaction. (Think about the third-grade teacher who finds two children pummeling each other during recess and sends them to opposite ends of the schoolyard).

The Leader as Promoter of “Constructive Deviation”

Civil disobedience. . . is not our problem. Our problem is civil obedience…The future is an infinite succession of presents, and to live now as we think human beings should live, in defiance of all that is bad around us, is itself a marvelous victory.

Howard Zinn

I was at a conference in Jackson Hole, talking with Peter McLaren and Donaldo Macedo and David Gabbard. This guy in a herring-bone suit, all prim and proper, came over and said, “Well, Dr. Macedo, very, very interesting talk. I enjoyed it very much. Dr. Gabbard, very interesting talk. I enjoyed it very much.”

He was going around being polite. And then he turned and looked at Peter McLaren, and he said, “Mr. Mclaren...”—not “doctor”—“your discourse stretches my comfort zone just a little too much.”

And before any of us could say anything, Donaldo turned to him and said, “There are millions of people born, live their entire lives, and die on this planet without ever knowing the luxury of a comfort zone.”

The guy was speechless. It was a very polite way for him to say, “You know, I’m tired of hearing white men tell me that they’re feeling a little oppressed by discourse.”

*The guy walked away, and Peter McLaren turned to me and said, “F**k! Why didn’t I say that?” But that’s Macedo. Macedo is on his toes, all the time. He’s never caught tongue-tied. He knows exactly how to turn it around.*

Roberto Bahruth

A deviate is someone who differs in some important way from the rest of a group. ResearchValentine, K.B., & Fisher, B.A. (1974). An interaction analysis of verbal innovative deviance in small groups. *Speech Monographs*, *41*, 413–420. indicates that interaction with deviates may account for up to a quarter of many groups’ time and that such interaction may serve a positive function if it successfully causes people who hold a majority opinion to examine their views critically. In essence, dealing with deviates can keep group members on their toes and counteract the tendency to engage in groupthink. Encouraging deviates is one measure a leader can take to promote constructive conflict which brings a group to a higher level of understanding and harmony.

Of course, listening to a deviate may be disconcerting, since it may push us outside our comfort zone in the way that Peter McLaren did in the story told by Roberto Bahruth. In fact, deviates naturally have great difficulty influencing a group because of other people’s resistance. For this reason, part of a leader’s responsibility may sometimes consist in simply making sure that a deviate is not outright silenced by members of the majority. In other cases, it is the leader who at least at times assumes the role of deviate herself or himself.

Because deviates by their very nature call the members of the majority in a group to stop and seriously question their attitudes and behavior, which is usually disconcerting and uncomfortable, the most successful deviates are generally those who attempt to lead others in a cautious fashion and who demonstrate loyalty to their group and its goals. Thameling, C.L., & Andrews, P.H. (1992). Majority responses to opinion deviates: A communicative analysis. *Small Group Research*, *23*, 475–502. Timing can also determine whether a deviate’s influence will be accepted. Waiting until a group has developed a sense of cohesiveness is most likely to be more effective, for instance, than jumping in with an unexpected or unconventional proposal during the group’s formative stages.

A Leadership Example

In early 1980 the brutal Khmer Rouge regime in Cambodia had just been defeated at the end of many years of fighting, and several hundred thousand Cambodian refugees flooded hastily-constructed camps in eastern Thailand. Chandler, D.P. (1992). *A history of Cambodia*. Boulder, CO: Westview Press. Many Americans became concerned about the suffering in the refugee camps, and a group of 25 graduate students in Vermont studying international administration nearly played a direct role in the situation because their program’s director was willing to speak out as a deviate.

The students were seated in a circle one morning, engaged in a discussion about human service agencies. One of them noticed that the director of the program, Walter Johnson, had been silent for some time and asked, “Walter, what do you think?”

Walter took a deep breath and replied, “I think what we’re talking about is all well and good, but what I’d really like to do is call a colleague of mine at the U.N. and see if we could help the Cambodian refugees in those horrible camps in Thailand.”

A stunned silence fell over the group. Someone asked, “Are you serious?”

Walter replied, “Yes, I am.”

Silence returned. Finally, one of the students said, “Walter, if you believe what you’re saying, go ahead and talk to your friend.”

Walter left the room and returned in half an hour to say that his U.N. colleague was willing to investigate humanitarian service options in Thailand for the students. The challenge, then, was to explore whether the students themselves would consider performing such service.

For the next two days, the whole group engaged in difficult, soul-searching discussions about what it would mean for them to go to Thailand. They quickly realized that if they made that choice they would have to abandon their curriculum at the school and might imperil their financial aid. Some of them would probably have to leave a spouse or children behind. And they might be putting themselves in danger of disease or violence. On the other hand, they could potentially be able to act according to their shared ideal of contributing to world peace in a personal, direct, and powerful manner.

Ultimately, the group realized that it was facing an “all or none” question: either every one of them would have to agree to travel to Thailand, or none of them should. Walter’s role as a constructive deviate in the Vermont group stimulated it to consider an option—the “go to Thailand option”—which in turn spurred earnest and productive conflict which most likely would not otherwise have taken place.

Key Takeaway

- To harness conflict in a positive manner and contribute to the healthy functioning of a group, a leader should play the roles of motivator, delegator, structuralist, and promoter of constructive deviation.

Exercise 6.1.1

1. Think of someone you met in a group whom you would consider to be a “deviate.” On what basis did you make that determination? To what degree did others in the group share your assessment of the person?
2. Do you share the view that any conflict What examples from your own experience support your answer? Consider a group that you’re currently part of, imagine a change in its structure which you feel could reduce its conflict, and share the information with two fellow students.
3. All other things being equal, would you prefer to address a conflict by bringing the parties together or separating them? Explain your reasons and provide an example that you believe supports them.

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6.2: The Role of Ethics and National Culture

Learning Objectives

1. Consider the role of ethics in negotiation.
2. Consider the role of national culture in negotiation.

Ethics and Negotiations

Are hardball tactics OK to use? Sometimes a course of action is legal but is questionable in terms of ethics. A good rule of thumb is that hardball tactics should not be used because the negotiation is likely not to be the last time you will interact with the other party. Therefore, finding a way to make a deal that works for both sides is preferable. Otherwise, if you have the complete upper hand and use it to "destroy" the other party, it's likely that at a future date the other party will have the upper hand and will use it to retaliate mercilessly against you. What's more, your reputation as a negotiator will suffer. As J. Paul Getty said, "My father said: 'You must never try to make all the money that's in a deal. Let the other fellow make some money too, because if you have a reputation for always making all the money, you won't have many deals.'"[1]

Ethics establish a way of doing what is right, fair, and honest. If your counterpart feels you are being unfair or dishonest, he or she is less likely to make any concessions—or even to negotiate with you in the first place.

Here are some tips for ethical negotiations:

- Be honest.
- Keep your promises.
- Follow the Platinum Rule. The Golden Rule tells us to treat others the way we want to be treated. Author Tony Alessandra goes a step further with the Platinum Rule: "Treat people the way they want to be treated." Caring about others enough to treat them the way they want to be treated helps build long-term relationships based on ethics and trust (Stark & Flaherty, 2003).

Negotiation Around the Globe

Not understanding cultural differences is another common mistake. Some cultures have a higher or lower threshold for conflict. For example, in countries such as Japan or Korea, the preference is for harmony (called *wa* in Japan) rather than overt conflict (Lebra, 1976). Americans and Germans have a much higher tolerance for conflict as a way of working through issues. In a study of Japanese, German, and American cultures, it was found that almost half of the preference for different conflict management styles was related to the country in which participants were raised (Tinsley, 1998).

In Japan, much like Pakistan, the tendency is not to trust what is heard from the other party until a strong relationship is formed. Similarly, in China, conversations start out with innocuous topics to set a mood of friendliness (U.S. Commerce Department, 2007). This differs a great deal from American negotiators who tend to like to "get down to business" and heavily weigh first offers as reference points that anchor the process as both sides make demands and later offers.

There are also differences in how individuals from different cultures use information and offers during the negotiation process. Observations show that Japanese negotiators tend to use offers as an information exchange process (Adair, Weingart, & Brett, 2007). Research has found that American negotiators tend to reveal more information than their Japanese counterparts (Adair, Okuma, & Brett, 2001). Japanese negotiators might learn little from a single offer, but patterns of offers over time are interpreted and factored into their negotiations. Since Japan is a high-context culture, information is learned from what is not said as well as from what is said.

Even the way that negotiations are viewed can differ across cultures. For example, the Western cultures tend to think of negotiations as a business activity rather than a social activity, but in other cultures, the first step in negotiations is to develop a trusting relationship. Negotiators in Brazil, for example, seriously damaged relationships when they tried to push negotiations to continue during the Carnival festival. "The local guys took that as a disrespectful action," said Oscar Lopez, commercial director for Hexaprint, S.A. De C.V. in Mexico. "It took several weeks to restore confidence and move on" (Teague, 2006).

Also keep in mind what agreement means in different cultures. For example, in China, nodding of the head does not mean that the Chinese counterpart is agreeing to what you are proposing, merely that they are listening and following what you are saying.

"Culturally, Chinese companies and workers do not like to say no," says a buyer at a manufacturer based in the United States. Here's how to overcome the problem. Instead of phrasing a question as, "Can you do this for us?" which would put the Chinese official in an uncomfortable position of saying no (which they likely would not do), rephrase the question as, "How will you do this for us and when will it be done?" (Hannon, 2006)

Key Takeaways

Being honest during negotiations, keeping your promises, and treating others as you would like to be treated all help you negotiate ethically. Not understanding the culture of a person or group of people you are negotiating with can be a major mistake. Try to learn as much as you can about the culture of others involved and be sure to clarify key points along the way. Also, keep in mind that agreement (e.g., nodding one's head up and down or saying "yes, yes") may not mean the same thing in all cultures.

Exercises

1. Is the goal of negotiation to maximize your economic outcome at all costs? Why or why not? Is it ethical to do so?
2. What are some similarities and differences in conflict management preference and negotiation practices among different countries around the globe? Have you had any experiences with individuals from other cultures? If so, how did it go? How might it have gone better?

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6.3: Emotional and Social Intelligence in Leadership

Overview

The position of either leader or follower does not hold power. Rather, it is how we respond when we are in these roles, based on our emotional intelligence, that gives power to each role. **Emotional intelligence** has been described as the "ability to monitor and discriminate among emotions and to the use the data to guide thought and action" (Pangman & Pangman, 2010, p. 146). Goleman (1998), a researcher who has completed excellent work in the area of work performance, studied the importance of emotional intelligence in achieving personal excellence. He defines emotional intelligence in greater depth, stating that it is composed of "abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; to empathise and to hope" (Goleman, 1995, p. 21). Goleman's model of emotional intelligence contains five skills that comprise personal and social competencies (see Table 6.3.1 below). The three skills of self-awareness, self-regulation, and motivation relate to the individual's personal competence. The remaining skills of empathy and social skills are classified as social competencies (Sadri, 2012, p. 537). Goleman stressed that all of the skills can be learned.

Table 6.3.1 Emotional Intelligence Skills and Competencies (*Data Source: Table based on material from Sadri, 2012.*)

Competency	Skill Area	Description
Personal	Self-awareness	Knowing one's self
	Self-regulation	Managing one's self
	Motivation	Sentiments and passions that facilitate the attainment of goals
Social	Empathy	Understanding of others and compassion toward them
	Social skills	Expertise in inspiring others to be in agreement

Developing Emotional and Social Intelligence

Students are at an ideal stage of their lives and careers to check their emotional intelligence. Completion of the emotional intelligence quiz at the link below may help you identify areas for growth.

Essential Learning Activity 6.3.1

Visit Queendom.com to access an emotional intelligence assessment.

Now that you have identified an area for growth, you may ask, "How can I increase my emotional intelligence?" Your brain has been developing neural pathways in response to your environment since early childhood. Over time these pathways become hard-wired in your brain, allowing you to respond rapidly to circumstances in your environment. In fact, it is believed that emotional responses occur faster than cognitive responses, thus you seem to act before you think. Siegel's (2012) research in the area of interpersonal neurobiology shows that there is a way to change your brain's response to stressors. Increasing your "mindfulness" can provide you with an opportunity to "break the link between environmental stimuli and habitual responses" (Gerardi, 2015, p. 60) and to choose a different course of action. Daniel Siegel (2010) coined the term *mindsight* to refer to the phenomenon of becoming aware of emotional reactions and changing them in real time. Gerardi (2015) stressed that working on developing mindsight is hard but valuable work for those who wish to become successful leaders.

From the Field

It is important to step back, take a few deep breaths, and look at all aspects of the situation before reacting.

As a nurse, gaining emotional and social intelligence and using mindsight are all critical to becoming a successful leader in the field. You will encounter and be required to cope with many different types of people, both colleagues and patients. It is extremely important to be self-aware, reflect on your feelings, and think about how emotions can influence both actions and relationships (or

social interactions). That is, you must learn to reflect on your clinical experiences and think of how you could have changed a situation by using self-awareness or mindsight. In the words of Pattakos, “Between stimulus and response, there is a space. In that space lies our freedom and our power to choose our response. In our response lies our growth and our happiness” (as cited in Gerardi, 2015, p. 60).

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Glossary

Sample Word 1 | Sample Definition 1

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