

## CHAPTER 1

# The Supervisor as Communicator

Studies show that, over the course of a normal work week, supervisors spend about 75 percent of their time engaged in two activities—talking and listening. If you're like most supervisors, you probably enjoy and are good at these two skills. After all, if you didn't like to interact with people, you would not have become an Senior Corps project director in the first place. But now that you are, you will find that “communicating” begins to take on a number of new dimensions. The challenge for you as a supervisor becomes how to use your communication abilities in the context of the wide variety of roles you must play. In a given day, you may be called upon to act as parent, counselor, boss, manager, negotiator, and referee to different people at different times. In playing some of these roles,

simply talking and listening is probably not enough.

The three critical communication skills you must call on if you hope to be a helper and a leader to your volunteers are

- Active listening,
- Providing feedback, and
- Conflict management.

These skills are highly interrelated in the sense that they build on one another: Active listening encourages feedback; conflict is less likely to erupt when feedback is asked for and given appropriately; and regular feedback promotes open discussion and active participation. In essence, good communication is the beginning of building trust between you and your volunteers, not to mention between you and other staff.



Whether you were first exposed to these terms and tools years ago or days ago, you may want to review them again in preparation for the next time someone looks at you and says, “Oh, is that what you meant when you said...?”

# Supervisor's TOOL KIT

(These tools begin on page 15)

## Active Listening

### Active Listening: A Primer

Active listening and how you do it

### Tips for Effective Active Listening

More insights on how to listen actively

### Asking Questions

A discussion of open and closed questioning techniques

### Listening Blocks

Things that stand in the way of really hearing what someone is saying

### “What Did You Say?” Communicating With Those Whose English Is Limited

Helpful advice for working with people whose native language is not English

## Giving Feedback

### Giving Praise and Encouragement

Suggestions for how to give positive feedback and sound genuine about it

### Criteria for Effective Feedback

Essential guidelines for giving and receiving feedback

### The DESC Model for Performance Feedback

A simple four-step model for giving feedback by using a collaborative problem-solving approach

### Self-Test on Giving Feedback

A self-assessment tool to determine how well you give feedback



## Conflict Management

### Using “I” Statements

A simple guide for beginning a feedback statement with “I” instead of “You”

### How To Cope With Difficult People

Tips and strategies for communicating with volunteers who present challenges

### Eight-Step Conflict Resolution Process

A process for resolving conflicts between peers (volunteer-volunteer or colleague-colleague)

### The Nature of Positive Confrontation

Advice on how to use anger successfully

### Thomas-Kilmann Model of Conflict Management Styles

A description of five options for dealing with conflict: competing, accommodating, avoiding, collaborating, and compromising









you provide feedback to the players on how well they are doing and, if necessary, how they can do better.

Providing feedback is the primary skill for performance assessment and coaching (we talk more about coaching in chapter 2, The Supervisor as Advisor). There are two types of feedback:

**Praise**—for exemplary work or behavior that exceeds expectations; and

**Corrective feedback**—for behavior that does not meet agreed upon expectations.

Praise for exemplary behavior is important in order to clarify what good performance looks like, reinforce commitment, and balance out any negative emotions caused by corrective feedback. Praise given by the supervisor must also be genuine. Insincerity and flattery will be quickly detected by volunteers and will eventually diminish the impact of truly felt and deserved praise.

## The DESC Model

Corrective feedback is important in clarifying what poor performance looks like, discouraging it, and providing positive support for changing specific behaviors. People usually accept praise more easily than correction or criticism. The DESC model (in your tool kit) is a particularly useful approach for giving corrective feedback, because it focuses the corrective feedback on the person's behavior, not on the person. This allows the supervisor to depersonalize the discussion, separate the volunteer from the problem, and engage the volunteer as a partner in finding a solution. To begin the feedback process, the supervisor writes out or carefully thinks through the problem at hand in four steps.

*“A stumble  
isn't a fall.”*

West African  
Proverb



## Feedback Is:

- Information about how someone else perceives or experiences you in a given situation;
- Essential for self-development, volunteer development, and team development;
- As much about the person giving it as about the one receiving it; and
- Yours to agree with or not.

## Feedback Is Not:

- A statement of who you are as a person, or how you behave all the time; and
- Something you have to agree with in order for it to be useful.

## Three Feedback Pitfalls

You may fall into several bad habits that will make confronting members on performance issues more difficult:

### AVOIDING THE CONFRONTATION AS LONG AS POSSIBLE

Putting off confrontation can cause two problems. One is that history may blur the facts. The other is that the behavior may become entrenched.

### FAILING TO GIVE SUFFICIENT PRAISE FOR GOOD TO SUPERIOR PERFORMANCE

By failing to praise, you are essentially failing to encourage the member to continue good work. If you only notice poor performance, you may be perceived as one-sided and hard. Your praise also helps soften the potential emotional blow of constructive criticism.

### FAILING TO COMMUNICATE CLEAR PERFORMANCE STANDARDS IN THE FIRST PLACE

It's unfair to hold a volunteer accountable to a standard you have left vague or ambiguous.

By avoiding these pitfalls, you will lessen the potential for more serious conflicts between you and your volunteers.



*“You cannot shake  
hands with a  
clenched fist.”*

Indira Gandhi  
Prime Minister of India

hidden “hot topics.” Instead of a nod or a handshake of agreement to do something differently, you wind up with, “Well, let me tell you something, supervisor.” In that case, use active listening to lower the emotional heat, translate what the other person says into constructive criticism, negotiate a change in behavior, and review the positive and negative consequences.



**ASSERTIVE**—the extent to which the person attempts to satisfy his or her own concerns; and

**COOPERATIVE**—the extent to which the person attempts to satisfy the other person’s concerns.

These two basic descriptions can then be used to understand five options for handling conflict:

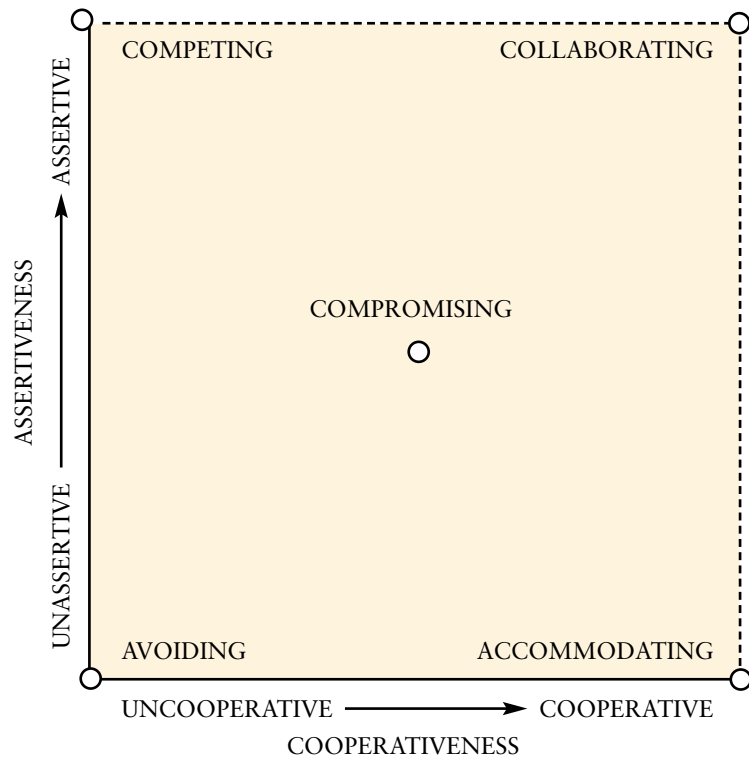
**COMPETING**—a power-oriented mode. You want to get your way at the other person’s expense.

**ACCOMMODATING**—the opposite of competing. You neglect your own concerns in order to satisfy those of the other person. There is an element of self-sacrifice in this mode.

**AVOIDING**—choosing not to address the conflict by postponing, side-stepping, etc. You don’t pursue your goals or those of the other person.

**COLLABORATING**—the opposite of avoiding. By collaborating you attempt to involve the other person to find a solution to the issue at hand. It means digging into the issues to find an appealing alternative.

**COMPROMISING**—you try to find some expedient, mutually acceptable solution that is at least somewhat satisfactory to both of you.



**Conflict Management Styles**



# Active Listening: A Primer



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One of the most critical communications skills for supervisors is active listening. Active listening helps you to “hear the emotion and affirm the person.” It includes attending, paraphrasing, reflecting feeling, and reflecting meaning. When you listen actively, you do so with your body, eyes, ears, and instincts and—temporarily—you suspend judgment.

**Attending:** Listening with your body is called attending. It communicates that you are listening through body language, by

- sitting or standing within a comfortable distance of the person speaking,
- facing the person directly and leaning slightly forward,
- maintaining an appropriate amount of eye contact,
- nodding approval or agreement when you feel it,
- reflecting the emotion and information from the speaker by facial expression, and
- conveying “relaxed intensity” with your body language.

The body language of attending varies by culture. When in doubt, discuss cultural differences with the person, asking how he or she would know that you were paying attention and acting concerned.

Your eyes listen to the speaker’s body language. Body language may alert you to issues when what you’re hearing is different from what you’re seeing. The volunteer who slumps in a chair with a down-turned mouth and eyes that avoid yours while telling you how happy she is with her station supervisor is sending you a mixed message.

Suspend judgment while you are listening with your ears. The mind gets so busy judging the “rights” and the “wrongs” and planning what to say next that it forgets to hear what is said. The speaker is absolutely right in his mind. Your job is to get into the speaker’s mind. If you listen well, you should be able to repeat to the listener exactly what was said after every two or three sentences.

**Paraphrasing:** If you listen well and can put what the speaker says into your own words, that’s paraphrasing. A paraphrase is a short statement that covers the content of what was said, not the underlying emotion. If done correctly, your paraphrase should elicit a “Yes” or a “That’s right” from the speaker. There are many lead-in phrases to introduce a paraphrase, such as “In other words” or “I’m hearing that....” Other active-listening lead-in phrases are:

- I’m picking up that...
- As I get it, you felt...
- If I’m hearing you correctly...

## Active Listening: A Primer

CONTINUED 2 OF 3

- To me, it's almost like you're saying...
- What I guess I'm hearing is...
- So as you see it....

**Reflecting Feeling:** Even when you correctly paraphrase what the speaker is saying, she or he will not feel really heard until you capture and express the underlying feelings that may not be expressed verbally. Research indicates that more than 80 percent of communication is nonverbal. Focus on listening with your eyes, listening to the tone of voice, and listening to what your instinct tells you about what could be going on with the other person.

Your guess about what the speaker is feeling may be right on target, and, if it isn't, the speaker will often give you more verbal cues. When you express the underlying feeling(s) and get confirmation, you have successfully reflected feelings.

Be careful of thoughts disguised as feelings. "I feel she doesn't like me," uses feeling, to express a thought. Some active listening might get you closer to "You think she doesn't like you and you feel hurt." Hurt is the feeling underlying the thought. A list of feeling words follows:

	<i>Anger</i>	<i>Elation</i>	<i>Depression</i>	<i>Fear</i>
<b>Mild</b>	annoyed bothered bugged irritated	glad comfortable surprised relieved confident	unsure confused bored resigned disappointed hurt	uneasy tense concerned anxious worried
<b>Moderate</b>	disgusted harassed mad put upon set up	cheerful happy up elated great hopeful eager	discouraged drained distressed down unhappy sad	alarmed threatened afraid scared frightened
<b>Intense</b>	angry hostile hot burned furious proud	joyful excited enthusiastic moved free fulfilled	miserable ashamed humiliated hopeless despairing	panicky overwhelmed terrified

**Reflecting Meaning:** Meaning combines both the content of what is communicated and the associated feeling. A simple formula for expressing meaning is to restate the feeling(s), followed by “because” and a statement that explains the reason(s) for the feeling(s). Some examples follow:

“You are furious because the station supervisor didn’t acknowledge your recommendation. You suspect this means you don’t matter to her.”

“You feel discouraged because the child you are working with is acting out with other children, and you are afraid that you are not having the impact you expected to have.”

## Summary

The skills of active listening described above may seem awkward and forced at first, but with practice they will feel more natural. It is difficult to respond with patience, understanding, and empathy when you may consider the other person’s ideas wrong. However, active listening, if practiced faithfully, will generate attitudes of tolerance, understanding, and nonevaluative acceptance of the other.

[Feeling words adapted from *Listening, the Forgotten Skill: A Self-Teaching Guide*, by Madelene Burley Allen, Wiley & Sons, 1995.]



## Tips for Effective Active Listening

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15. React to ideas, not to the person. Don't allow your reaction to the person to affect your interpretation of words. Good ideas can come from people whose looks or personality you don't like.
16. Don't argue mentally. When you are trying to understand the other person, it is a handicap to argue mentally while you are listening. It sets up a barrier between you and the speaker.
17. Use the difference between the speed at which you can listen and the speed at which a person can talk. You can listen faster than anyone can talk. Human speech is about 100 to 150 words per minute; thinking is about 500. Use this rate difference to your advantage by trying to stay on the right track, and think back over what the speaker has said.
18. Don't antagonize the speaker. You may cause the other person to conceal ideas, emotions, and attitudes in many ways: arguing, criticizing, taking notes, not taking notes, asking questions, not asking questions, etc. Try to judge and be aware of the effect you are having on the other person. Adapt to the speaker.
19. Avoid hasty judgments. Wait until all the facts are in.
20. Develop the attitude that listening is fun! Make a game of seeing how well you can listen.
21. Put the speaker at ease. Help him or her feel free to talk.
22. Be patient. Allow plenty of time. Do not interrupt. Avoid heading for the door.
23. Hold your temper. An angry person gets the wrong meaning from words.
24. Go easy on argument and criticism. This puts others on the defensive and they may "clam up" or get angry. Don't argue: even if you win, you lose.
25. Ask pertinent questions. This is encouraging, shows you are listening, helps to develop points further, and is essential for clarification.



## Asking Questions

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Use open-ended questions to promote discussion and explore problems and solutions, but take care that the group stays on track. Here are several types of open-

ended questions and ways to formulate them to help individual members or groups solve problems and make decisions:

*Diagnostic questions:*

What is your analysis of the problem?  
What can you conclude from this information?

*Challenge/testing questions:*

Why do you believe that?  
What might someone offer as an opposing opinion?

*Action questions:*

What needs to be done to get this project going?  
What are our first steps?

*Prediction questions:*

If your conclusions are correct, what do you think the reaction of the seniors (youth, parents, etc.) might be?

*Hypothetical questions:*

What would have happened if we had decided not to include the housing authority in the first phase of the project...?

[Adapted from: "The Discussion Teacher in Action: Questioning, Listening, and Response" by C. Roland Christensen in *Education for Judgment*, eds. C. Roland Christensen, David A. Garvin, and Ann Sweet. Boston: Harvard Business School Press, 1991.]



# “What Did You Say?” Communicating With Those Whose English Is Limited



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It was December 23 and I ran into my local 7-11 to get a few lottery tickets as last minute stocking stuffers. Because I was in a rush and harried by holiday season pressures, I blurted out my usual rapid-fire speaking style to the unsuspecting Korean clerk behind the counter, “I’d like five rub-off lottery tickets.”

I couldn’t understand what she said, but I could read the confusion on her face. So, I repeated my original request, only this time louder and slower. “I’d like five rub-off lottery tickets.” Again she said something unintelligible to me, this time looking even more bewildered. For the third time, louder and with even more exaggerated mouth movements, I repeated my request. In exasperation, she went to the computerized ticket machine and punched out a ticket with five quick picks.

By this time my burn had turned to a boil and I said between clenched teeth, “This is not what I asked for. I want five rub-off tickets!” At this point another clerk came to her rescue, saying a few words in their native language. The no longer frantic clerk turned to me and with a smile of relief on her face “Scratch-off, scratch-off,” she kept repeating.

This incident points up some of the difficulties and frustrations experienced on both sides of the language barriers we face regularly in our multicultural society. It also clearly shows the mistakes we often make in communication with people whose command of English is limited.

## What Doesn’t Help

The biggest stumbling block in situations like these is the anger that often comes from the frustration of not understanding or being understood. That anger becomes a powerful saboteur of communication in two ways. First, a message that comes out of anger threatens the receiver, making him/her less able to use the little English they may know. Anger also blocks the thinking of the sender, preventing that person from finding creative solutions to the impasse. So, the sender keeps repeating the same unsuccessful behavior, each time louder, slower and with more irritation.

## What Does Help

Avoiding anger is a beginning, but that’s not enough. The following tips will help you find alternatives to louder and slower.



### 4. Take It Easy

When a language is not one’s mother tongue, processing information in it takes longer. Not only is the vocabulary often unfamiliar, but grammar and intonation patterns are sometimes new. It is helpful to slow down and pause between sentences so the listener has time to let each segment of your message sink in. Then summarize at the end, pulling all the pieces together.

### 5. Keep It Simple

“Take the ball and run with it,” “Go the extra mile,” “A tough row to hoe,” “A thumbnail sketch,” and “Beyond the call of duty.” These kinds of idiomatic expressions are common in everyday speech. Most of us probably use many throughout the course of the day. Yet, for a non-native speaker who tries to translate them literally, they make no sense at all. In addition, jargon—works that are specific to a particular business or industry—may also be confusing. In construction, for example, calling mortar “mud,” or talking about “roughing the plumbing,” would be difficult for anyone outside the profession to understand, let alone someone struggling with English. Finally, use simple words that are commonly heard, for example, “problem” rather than “glitch” or “snafu.”

### 6. Say It Again

When you’re having difficulty making yourself understood, it does help to repeat while using different words. If I had tried to find another way of describing the lottery ticket I wanted, I probably would have thought of “scratch-off,” an expression the perplexed clerk would have understood.

One caution here, however. When looking for another way to say something, beware of cognates, words in other languages which look and sound similar to English words. The most common mistakes occur between Spanish and English. While “largo” in Spanish looks like large, it means long. And if you’re embarrassed, don’t say you’re “embarazada” because that means pregnant.

### 7. Assume Confusion

Whatever you do, don’t ask people if they understand and then take their “yes” to mean they do. In many cultures, saying “no” is the height of rudeness. Besides, even here in this culture, we often say we understand even when we’re a little fuzzy because saying we don’t makes us feel dumb.

Instead of asking, watch the person’s face for non-verbal signs of confusion. Also watch behavior as the individual begins to act on what you’ve said. In my lottery ticket situation, the clerk’s face told me she didn’t











# The DESC Model for Performance Feedback



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The DESC model, developed by Bower and Bower in *Asserting Yourself* (1976), is a feedback method for constructively bringing an issue to a volunteer's (or staff member's) attention and initiating the problem-solving process. An important aspect of the DESC model is that it focuses on the volunteer's behavior and not on the volunteer. It allows the project director to depersonalize the discussion, separate the volunteer from the problem, and engage the volunteer as an equal partner in finding a solution. Essentially, it makes the volunteer and the project director allies in finding a resolution.

To begin this process, write or carefully think through the following steps in planning how to approach the volunteer:

- Describe what the volunteer is doing that creates problems,
- Express why that behavior is a problem for you as the supervisor or for the project,
- Specify what you want the volunteer to do instead,
- Clarify the consequences for either succeeding or failing to change the problem behavior.

By writing out or thinking out what you want to say to a volunteer—as if you were writing a script—you are likely to be clearer,

more forceful, and less judgmental in describing the problem in question. Writing out the script doesn't mean you sit down with the member in question and read it to him or her. It means you have thought through the presentation of the issues carefully before meeting with the volunteer.

The following paragraphs describe each of the four steps of the model in greater detail.

## Describe

A good description covers the facts about the issue, not the supervisor's assumptions about what these facts mean. Supervisors in general tend to assume what someone's intentions will be and jump into feedback discussions that sound blameful or judgmental. By describing in writing what the person is doing, the supervisor can review the language for things like "loaded" words that may trigger anger in one or both parties, and the discussion becomes a much more positive one. The description should also be specific so the volunteer can clearly understand what behavior is at issue.

## Express

Expressing the impact or consequences of the volunteer's behavior is critical because it



gained by a change in behavior, the supervisor essentially answers the volunteer's unspoken question: What's in it for me? If, over time, the behavior does not change, or if the problem is a very serious one, then it's appropriate to state the negative consequences that will occur as a result. It's important that the supervisor not state a consequence that he or she would not be willing to carry out. Idle threats do not motivate the volunteer, and they damage the supervisor's credibility. When discussing negative consequences, the supervisor should strive for a calm and matter-of-fact manner.

## Delivering the Feedback

By writing out or thinking out these four steps, the supervisor clarifies the issues and has a chance to carefully consider how she or he wants to phrase certain points. How the supervisor delivers the message also influences the volunteer's reactions and willingness to be involved productively as a partner in finding a solution.

Keep in mind that it's important to describe, express, and specify (steps 1–3) before soliciting a response from the volunteer. There are three reasons for this: First, you will be better able to guide the discussion and keep it on track. Second, you will be able to explain the issue clearly so the volunteer has enough information to become involved.

Finally, you will prepare yourself to become a better listener. Until you've fully expressed yourself, it may be hard to really listen to what the volunteer has to contribute. Since the goal of feedback is establishing a two-way street, be sure all your own roadblocks to listening are down by stating your important points early and fully.

## Guidelines for Using the DESC Model

1. Give feedback as soon after the event as possible, before the behavior becomes a habit and while the member still remembers what happened.
2. Focus on the specific behavior the individual can do something about, not on the person. Avoid generalizations—describe actions. For example,

<i>Don't Generalize</i>	<i>Describe Specific Behavior</i>
LAZY	Arrived 10 minutes late 2 days in a row
CARELESS	Left several sections incomplete on time sheet and miles/mileage expense claim form
STUPID	Drained coffee pot and left burner on



## The DESC Model for Performance Feedback

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**There are problems**—The volunteer has personal or work-related problems. If the shovel really was loaned to someone, you need a rule about who is responsible for loaned tools.

5. Finally, choose an appropriate time and place for giving feedback. It may make sense to praise a volunteer in front of others, but constructive criticism is almost always best given alone. No matter how

skillfully you offer critical feedback, you may get anger and defensiveness as the response. Make sure that you have the time for active listening and problem solving or you may make the problem worse.

[Adapted from: *Assertive Supervision: Building Involved Teamwork*, by Susan Drury, Champaign, IL: Research Press, 1984.]



## Self-Test on Giving Feedback

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CONTINUED 2 OF 2

- |   | YES   | NO    |
|---|-------|-------|
| 19. Do you prefer to give feedback to volunteers in writing rather than orally? | _____ | _____ |
| 20. Do you give criticism to volunteers both in public and in private?          | _____ | _____ |

### Scoring

The above test items are designed to stimulate your thinking about this business of giving feedback to others. The preferred response to all quiz items is NO. Accordingly, give yourself five points for every YES answer. You can use the following table as your guide to your skill as a giver of feedback.

- |                      |  |
|----------------------|--|
| 20 points or less:   | Your understanding of and skill in giving feedback is very good.                                 |
| 20–30 points:        | You have a satisfactory ability to give feedback.  |
| 30–40 points:        | You have a fair ability to give feedback.  |
| More than 40 points: | You are probably not giving feedback effectively. Develop some new skills before you go back in. |

[From: *The Winning Trainer*, by Julius E. Eittington, Houston, TX: Gulf Publishing Company, 1984.]



# How To Cope With Difficult People



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## Step 1 Assess the situation

- Has the person acted differently in at least three similar situations?
- Are you reacting out of proportion to the situation?
- Was there a particular incident that triggered the troublesome behavior?
- Will direct, open discussion relieve the situation?

If your answer to at least one of these questions is yes, you are probably dealing with a problem you can solve, not a difficult person that you cannot change.

## Step 2 Stop wishing they were different

- Stop blaming them—it won't change anything.
- Give up wishful thinking; unrealistic hopes lead to even more resentment.

## Step 3 Get some distance between you and the difficult behavior

- Label with prototypes (see the next page for prototypes such as Complainer and

Negativist), but do not stereotype. Stereotyping assumes all Complainers are the same, and they are not.

- Seek to understand the person from the inside out.

## Step 4 Formulate a plan for interrupting the interaction

- Negative interactions become even more negative.
- You can't change the other person, but you can change your response.

## Step 5 Implement the strategy

- Timing—Select a time when you are not under great stress and have the energy to experiment.
- Preparation—Use mental rehearsal and role-play.

## Step 6 Monitor and modify

- Expect that you will have to plan, experiment, and persist.
- Know when to give up; if necessary, create physical or organizational distance.







## Eight-Step Conflict Resolution Process

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### Step 7: Evaluate and Choose Solutions

Solutions should be:

- a) mutually agreeable,
- b) realistic,
- c) specific, and
- d) balanced.

Solutions should also address the main interests of both parties.

### Step 8: Follow Up

Check back with each other at an agreed-upon time and date.

If the agreement isn't working, use the same process to revise it.

[From: *Face to Face: Resolving Conflict Without Giving In or Giving Up, A Conflict Resolution Curriculum for AmeriCorps*, Draft, by Jan Bellard and Hilda Baldoquin, The National Association for Community Mediation, 1994.]



# Thomas-Kilmann Model of Conflict Management Styles



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In any conflict situation, you may respond in one of several ways: by competing, accommodating, avoiding, collaborating, or compromising. Which of these conflict management styles you choose should depend on the nature of the situation, rather than your particular personality traits. Read the descriptions below to learn more about the five styles and their applications.

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

## Uses:

1. When quick, decisive action is vital—e.g., emergencies.
2. On important issues where unpopular courses of action need implementing—e.g., cost cutting, enforcing unpopular rules, discipline.
3. On issues vital to the organization's welfare when you know you're right.

4. To protect yourself against people who take advantage of noncompetitive behavior.

**Accommodating** is unassertive and cooperative—the opposite of competing. When accommodating, an individual neglects their own concerns to satisfy the concerns of the other person; there is an element of self-sacrifice in this style. Accommodating might take the form of selfless generosity or charity, obeying another person's order when one would prefer not to, or yielding to another's point of view.

## Uses:

1. When you realize that you are wrong—to allow a better position to be heard, to learn from others, and to show that you are reasonable.
2. When the issue is much more important to the other person than to yourself—to satisfy the needs of others, and as a goodwill gesture to help maintain a cooperative relationship.
3. To build up social credits for later issues which are important to you.
4. When continued competition would only damage your cause—when you are outmatched and losing.



## Thomas-Kilmann Model of Conflict Management Styles

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3. To merge insights from people with different perspectives on a problem.
4. To gain commitment by incorporating other's concerns into a consensual decision.
5. To work through hard feelings which have been interfering with an interpersonal relationship.

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

### Uses:

1. When goals are moderately important, but not worth the effort or potential disruption of more assertive modes.
2. When two opponents with equal power are strongly committed to mutually exclusive goals.
3. To achieve temporary settlements to complex issues.
4. To arrive at expedient solutions under time pressure.
5. As a backup when collaboration or competition don't succeed.

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