

11.2 CONFLICT STYLE QUESTIONNAIRE

Purpose

1. To identify your conflict style
2. To examine how your conflict style varies in different contexts or relationships

Directions

1. Think of two different situations (A and B) where you have a conflict, a disagreement, an argument, or a disappointment with someone, such as a roommate or a work associate. Write the name of the person for each situation below.
2. According to the scale below, fill in your scores for Situation A and Situation B. For each question, you will have two scores. For example, on Question 1 the scoring might look like this: 1. 2 | 4
3. Write the name of each person for the two situations here:

Person A _____ Person B _____

1 = never 2 = seldom 3 = sometimes 4 = often 5 = always

Person A	Person B
1. _____	I avoid being "put on the spot"; I keep conflicts to myself.
2. _____	I use my influence to get my ideas accepted.
3. _____	I usually try to "split the difference" in order to resolve an issue.
4. _____	I generally try to satisfy the other's needs.
5. _____	I try to investigate an issue to find a solution acceptable to both of us.
6. _____	I usually avoid open discussion of my differences with the other.
7. _____	I use my authority to make a decision in my favor.
8. _____	I try to find a middle course to resolve an impasse.
9. _____	I usually accommodate the other's wishes.
10. _____	I try to integrate my ideas with the other's to come up with a decision jointly.
11. _____	I try to stay away from disagreement with the other.
12. _____	I use my expertise to make a decision that favors me.
13. _____	I propose a middle ground for breaking deadlocks.
14. _____	I give in to the other's wishes.
15. _____	I try to work with the other to find solutions that satisfy both our expectations.

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Person A	Person B
16.	I try to keep my disagreement to myself in order to avoid hard feelings.
17.	I generally pursue my side of an issue.
18.	I negotiate with the other to reach a compromise.
19.	I often go with the other's suggestions.
20.	I exchange accurate information with the other so we can solve a problem together.
21.	I try to avoid unpleasant exchanges with the other.
22.	I sometimes use my power to win.
23.	I use "give and take" so that a compromise can be made.
24.	I try to satisfy the other's expectations.
25.	I try to bring all our concerns out in the open so that the issues can be resolved.

Source: Adapted from "Confirmatory Factor Analysis of the Styles of Handling Interpersonal Conflict: First-Order Factor Model and its Invariance Across Groups," by M. A. Rahim and N. R. Magner, 1995, *Journal of Applied Psychology*, 80(1), 122–132. In W. Wilmot and J. Hocker (2011), *Interpersonal Conflict* (pp. 146–148). Published by the American Psychological Association.

Scoring: Add up your scores on the following questions:

A B	A B	A B	A B	A B
1.	2.	3.	4.	5.
6.	7.	8.	9.	10.
11.	12.	13.	14.	15.
16.	17.	18.	19.	20.
21.	22.	23.	24.	25.
A B	A B	A B	A B	A B
Avoidance Totals	Competition Totals	Compromise Totals	Accommodation Totals	Collaboration Totals

Scoring Interpretation

This questionnaire is designed to identify your conflict style and examine how it varies in different contexts or relationships. By comparing your total scores for the different styles, you can discover which conflict style you rely most heavily upon and which style you use least. Furthermore, by comparing your scores for Person A and Person B, you can determine how your style varies or stays the same in different relationships. Your scores on this questionnaire

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(Continued)

are indicative of how you responded to a particular conflict at a specific time and therefore might change if you selected a different conflict or a different conflict period. The Conflict Style Questionnaire is not a personality test that labels or categorizes you; rather, it attempts to give you a sense of your more dominant and less dominant conflict styles.

Scores from 21 to 25 are representative of a very strong style.

Scores from 16 to 20 are representative of a strong style.

Scores from 11 to 15 are representative of an average style.

Scores from 6 to 10 are representative of a weak style.

Scores from 0 to 5 are representative of a very weak style.

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11.3 OBSERVATIONAL EXERCISE

Managing Conflict

Purpose

1. To become aware of the dimensions of interpersonal conflict
2. To explore how to use Fisher and Ury's (1981) method of principled negotiation to address actual conflict

Directions

1. For this exercise, you are being asked to observe an actual conflict. Attend a public meeting at which a conflict is being addressed. For example, you could attend a meeting of the campus planning board, which has on its agenda changes in student parking fees.
2. Take notes on the meeting, highlighting the positions and interests of all the people who participated in the meeting.

Questions

1. How did the participants at the meeting frame their arguments? What *positions* did individuals take at the meeting?
2. Identify and describe the interests of each of the participants at the meeting.
3. Discuss whether the participants were able to be objective in their approaches to the problem. Describe how the people involved were able to separate themselves from the problem.
4. In what ways did the participants seek to find mutually beneficial solutions to their conflict?



11.4 REFLECTION AND ACTION WORKSHEET

Managing Conflict

Reflection

1. How do you react to conflict? Based on the Conflict Style Questionnaire, how would you describe your conflict style? How has your past history influenced your conflict style?
2. This chapter describes three kinds of relational conflict (i.e., esteem, control, affiliation). Of the three kinds, which is most common in the conflicts you have with others? Discuss.

Action

1. Briefly describe an actual conflict you had with a family member, roommate, or coworker in the recent past. Identify the positions and interests of both you and the other person in the conflict. (Note: Individuals' positions may be easier to identify than their interests. Be creative in detailing your interests and the other person's.)
2. Describe how you could *fractionate the conflict*.
3. Using Fisher and Ury's (1981) methods, describe how you could separate the person from the problem and how you could work together to address the conflict. During your discussions, how could you help the other party in the conflict save face? How could the other party help you save face?

12.2 SAMPLE ITEMS FROM THE ETHICAL LEADERSHIP STYLE QUESTIONNAIRE

Purpose

1. To develop an understanding of your ethical leadership style
2. To understand how your preferred ethical leadership style relates to other ethical leadership styles

Directions

1. Please read the following 10 hypothetical situations in which a leader is confronted with an ethical dilemma.
2. Place yourself in the role of the leader or manager in the situation.
3. For each situation, indicate with an "X" your *most preferred response*. Your most preferred response is the response that best describes why you would do what you would do in that particular situation. Choose only one response. There are no right or wrong answers.

Response alternatives explained:

- *I would do what is right*: this option means you follow a set of moral rules and do what is expected of you when facing an ethical dilemma. You focus on fulfilling your moral obligations and doing your duty.
- *I would do what benefits the most people*: this option means you try to do what is best for the most people overall when facing an ethical dilemma. You focus on what will result in happiness for the largest number of individuals.
- *I would do what a good person would do*: this option means that you pull from who you are (your character) when facing an ethical dilemma. You act out of integrity and you are faithful to your own principles.
- *I would do what shows that I care about my close relationships*: this option means that you give attention to your relationships when facing an ethical dilemma. You may give special consideration to those with whom you share a personal bond or commitment.
- *I would do what benefits me the most*: this option means that you do what is best for accomplishing your personal goals and objectives when facing an ethical dilemma. You are not afraid to assert your own interests when resolving problems.
- *I would do what is fair*: this option means that you focus on treating others fairly when facing an ethical dilemma. You try to make sure the benefits and burdens of decisions are shared equitably between everyone concerned.

Situations

1. You are the leader of a manufacturing team and learn that your employees are falsifying product quality results to sell more products. If you report the matter, most of them will lose their jobs, you may lose yours, and your company will take a significant hit to its reputation. What would you do in this situation?
 - ☐ A. I would do what is right.
 - ☐ B. I would do what benefits the most people.
 - ☐ C. I would do what a good person would do.
 - ☐ D. I would do what shows that I care about my relationships.

(Continued)



12.2 SAMPLE ITEMS FROM THE ETHICAL LEADERSHIP STYLE QUESTIONNAIRE

(Continued)

- ☐ E. I would do what benefits me the most.
 - ☐ F. I would do what is fair.
2. You have an employee who has been having performance problems, which is making it hard for your group to meet its work quota. This person was recommended to you as a solid performer. You now believe the person's former manager had problems with the employee and just wanted to get rid of the person. If you give the underperforming employee a good recommendation, leaving out the performance problems, you will have an opportunity to pass the employee off to another group. What would you do in this situation?
- ☐ A. I would do what is right.
 - ☐ B. I would do what benefits the most people.
 - ☐ C. I would do what a good person would do.
 - ☐ D. I would do what shows that I care about my relationships.
 - ☐ E. I would do what benefits me the most.
 - ☐ F. I would do what is fair.
3. Your team is hard-pressed to complete a critical project. You hear about a job opening that would be much better for one of your key employees' career. If this individual leaves the team, it would put the project in danger. What would you do in this situation?
- ☐ A. I would do what is right.
 - ☐ B. I would do what benefits the most people.
 - ☐ C. I would do what a good person would do.
 - ☐ D. I would do what shows that I care about my relationships.
 - ☐ E. I would do what benefits me the most.
 - ☐ F. I would do what is fair.
4. An employee of yours has a child with a serious illness and is having trouble fulfilling obligations at work. You learn from your administrative assistant that this employee claimed 40 hours on a timesheet for a week when the employee actually only worked 30 hours. What would you do in this situation?
- ☐ A. I would do what is right.
 - ☐ B. I would do what benefits the most people.
 - ☐ C. I would do what a good person would do.
 - ☐ D. I would do what shows that I care about my relationships.
 - ☐ E. I would do what benefits me the most.
 - ☐ F. I would do what is fair.
5. You are a manager, and some of your employees can finish their quotas in much less than the allotted time to do so. If upper management becomes aware of this, they will want you to increase the quotas. Some of your employees are unable to meet their current quotas. What would you do in this situation?
- ☐ A. I would do what is right.
 - ☐ B. I would do what benefits the most people.
 - ☐ C. I would do what a good person would do.
 - ☐ D. I would do what shows that I care about my relationships.
 - ☐ E. I would do what benefits me the most.
 - ☐ F. I would do what is fair.

12.2 SAMPLE ITEMS FROM THE ETHICAL LEADERSHIP STYLE QUESTIONNAIRE

(Continued)

6. You are an organization's chief financial officer, and you are aware that the chief executive officer and other members of the senior leadership team want to provide exaggerated financial information to keep the company's stock price high. The entire senior management team holds significant stock positions. What would you do in this situation?
- ☐ A. I would do what is right.
 - ☐ B. I would do what benefits the most people.
 - ☐ C. I would do what a good person would do.
 - ☐ D. I would do what shows that I care about my relationships.
 - ☐ E. I would do what benefits me the most.
 - ☐ F. I would do what is fair.
7. Two new employees have joined your accounting team right out of school. They are regularly found surfing the Internet or texting on their phones. Your accounting work regularly requires overtime at the end of the month to get the financial reports completed. These employees refuse to do any overtime, which shifts work to other team members. The other team members are getting resentful and upset. What would you do in this situation?
- ☐ A. I would do what is right.
 - ☐ B. I would do what benefits the most people.
 - ☐ C. I would do what a good person would do.
 - ☐ D. I would do what shows that I care about my relationships.
 - ☐ E. I would do what benefits me the most.
 - ☐ F. I would do what is fair.
8. You are the director of a neighborhood food cooperative. A member—a single parent with four children—is caught shoplifting \$30 in groceries from the co-op. You suspect this person has been stealing for years. You consider pressing charges. What would you do in this situation?
- ☐ A. I would do what is right.
 - ☐ B. I would do what benefits the most people.
 - ☐ C. I would do what a good person would do.
 - ☐ D. I would do what shows that I care about my relationships.
 - ☐ E. I would do what benefits me the most.
 - ☐ F. I would do what is fair.
9. You have been accused of discriminating against a particular gender in your hiring practices. A new position opens up, and you could hire a candidate of the gender you've been accused of discriminating against over a candidate of another gender, even though the latter candidate has slightly better qualifications. Hiring the former candidate would let you address this accusation and improve your reputation in the company. What would you do in this situation?
- ☐ A. I would do what is right.
 - ☐ B. I would do what benefits the most people.
 - ☐ C. I would do what a good person would do.
 - ☐ D. I would do what shows that I care about my relationships.
 - ☐ E. I would do what benefits me the most.
 - ☐ F. I would do what is fair.

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12.2 SAMPLE ITEMS FROM THE ETHICAL LEADERSHIP STYLE QUESTIONNAIRE

(Continued)

10. You are a professor. One of your best students buys an essay online and turns it in for a grade. Later in the term, the student begins to feel guilty and confesses to you that the paper was purchased. It is the norm at the university to fail a student guilty of plagiarism. You must decide if you will flunk the student. What would you do in this situation?
- ☐ A. I would do what is right.
 - ☐ B. I would do what benefits the most people.
 - ☐ C. I would do what a good person would do.
 - ☐ D. I would do what shows that I care about my relationships.
 - ☐ E. I would do what benefits me the most.
 - ☐ F. I would do what is fair.

Scoring

To score the questionnaire, sum the number of times you selected items A, B, C, D, E, or F. The sum of A responses represents your preference for *Duty Ethics*, the sum of B responses represents your preference for *Utilitarian Ethics*, the sum of C responses represents your preference for *Virtue Ethics*, the sum of D responses represents your preference for *Caring Ethics*, the sum of E responses represents your preference for *Egoism Ethics*, and the sum of F responses represents your preference for *Justice Ethics*. Place these sums in the Total Scores section that follows.

Total Scores

- A. Duty Ethics: _____
- B. Utilitarian Ethics: _____
- C. Virtue Ethics: _____
- D. Caring Ethics: _____
- E. Egoism Ethics: _____
- F. Justice Ethics: _____

Scoring Interpretation

The scores you received on this questionnaire provide information about your ethical leadership style; they represent your preferred way of addressing ethical dilemmas. Given a situation with an ethical dilemma, this questionnaire points to what ethical perspective is behind the choices you would make to resolve the dilemma. As you look at your total scores, your highest score represents your primary or dominant ethical leadership style, your second-highest score is the next most important, and so on. If you scored 0 for a category, it means that you put lower priority on that particular ethical approach to guide your decision making when facing ethical dilemmas.

- If you scored higher on *Duty Ethics*, it means you follow a set of moral rules and do what is expected of you when facing an ethical dilemma. You focus on fulfilling your moral obligations and doing your duty.

12.2 SAMPLE ITEMS FROM THE ETHICAL LEADERSHIP STYLE QUESTIONNAIRE

(Continued)

- If you scored higher on *Utilitarian Ethics*, it means that you try to do what is best for the most people overall when facing an ethical dilemma. You focus on what will result in happiness for the largest number of individuals.
- If you scored higher on *Virtue Ethics*, it means that you pull from who you are (your character) when facing an ethical dilemma. You act out of integrity and you are faithful to your own principles.
- If you scored higher on *Caring Ethics*, it means that you give attention to your relationships when facing an ethical dilemma. You may give special consideration to those with whom you share a personal bond or commitment.
- If you scored higher on *Egoism Ethics*, it means that you do what is best for accomplishing your personal goals and objectives when facing an ethical dilemma. You are not afraid to assert your own interests when resolving problems.
- If you scored higher on *Justice Ethics*, it means that you focus on treating others fairly when facing an ethical dilemma. You try to make sure the benefits and burdens of decisions are shared equitably between everyone concerned.

By comparing your scores regarding each of these ethical perspectives, you can get a sense of what is important to you when addressing an ethical concern. Obviously, if you scored low on in any of these categories, it suggests that you give less priority to that ethical perspective. All of the ethical perspectives have merit, so there is no "best" perspective to maintain.

This questionnaire is intended as a self-assessment exercise. Although each ethical approach is presented as a discrete category, it is possible that one category may overlap with another category. It is also possible that you may have an ethical leadership style that is not fully captured in this questionnaire. Since this questionnaire is an abridged version of an expanded questionnaire, you may wish to take the entire questionnaire to gain a more accurate reflection of your ethical approach. It can be taken at www.leaderdecisionmakingsurvey.com.

12.3 OBSERVATIONAL EXERCISE

Ethical Leadership

Purpose

1. To become aware of the dimensions of ethical leadership
2. To assess how actual leaders exhibit ethical leadership

Directions

1. For this exercise, you must observe a public presentation of a leader in your community. This can be a pastor, a college president, a mayor, a city commissioner, the head of a social service agency, or some other community leader.
2. Record what you observe about the leader's ethics in the categories that follow. Try to be thorough in your descriptions of the leader's presentation.

Leader's name: _____ Leader's title: _____

Occasion: _____

1. The **character** of the leader: What was the leader like? What kind of person was the leader? What were the leader's strengths and weaknesses?
2. The **actions** of the leader: How does this leader go about accomplishing goals? Where does the leader stand on (1) showing respect, (2) serving others, and (3) showing justice?
3. The **goals** of the leader: What were the leader's main goals? Were the leader's goals clear to you and others in the audience? How would you assess the value and worth of those goals?
4. The **honesty** of the leader: What did you observe about this leader's honesty? Was the leader open and forthright? How authentic did you find this leader to be?
5. The **power** of the leader: Based on French and Raven's (1959) types of power, what kind of power did this leader exhibit? What did you observe about how this leader would use his or her power with others?
6. The **values** of the leader: Based on the presentation, what do you think this leader values? What is important to this leader? What values did this leader promote in his or her presentation?



12.3 OBSERVATIONAL EXERCISE

(Continued)

Questions

1. What is your overall assessment of this leader's ethics?
2. What specific examples in the leader's presentation were particularly revealing of the leader's ethics?
3. Which factors of ethical leadership (character, actions, goals, honesty, power, and values) were most apparent in the leader's presentation? Discuss.
4. On a scale from 1 to 10, how would you describe this speaker's ethical leadership? Defend your answer.

12.4 REFLECTION AND ACTION WORKSHEET

Ethical Leadership

Reflection

1. This chapter suggests that leadership has a *moral dimension* and that leaders have a responsibility to use their authority for the common good. Do you agree? Discuss.
2. When you consider the *character of a leader* and *what a leader does* (the leader's actions), which of these two factors is more important with regard to ethical leadership? Can a person with bad character be an ethical leader? Discuss your answers.
3. In this chapter, the circumstances at Abu Ghraib prison are used as an example of unethical leadership. Do you agree with this assessment? How do you view what happened at Abu Ghraib? What factors explain the leadership ethics in this situation?
4. This chapter includes a story about Richard Lee, the father who coached his son's Little League baseball team. What was your reaction to the story? Do you think Richard was an ethical leader? How would you have responded in this situation?

Action

1. Based on your responses to the Ethical Leadership Styles Questionnaire, what are your core values? Do you think other people know your core values? Are you comfortable talking about these values with others? In your planning for the future (e.g., next five years), how will your values influence what you do? Discuss.
2. *Character* is a fundamental aspect of ethical leadership. What are your character strengths and weaknesses? List three specific actions you could take to strengthen your character.
3. In the Observational Exercise (12.3), you observed and analyzed the ethical leadership of a specific leader. If you were to apply the same analysis to your own leadership, how would you describe yourself? What factors best explain the ethics of your own leadership? If you were to try to become a more ethical leader, what specific changes should you make in your leadership? Discuss.



13.2 PATH-GOAL STYLES QUESTIONNAIRE

Purpose

1. To identify your path-goal styles of leadership
2. To examine how your use of each style relates to other styles of leadership

Directions

1. For each of the statements below, circle the number that indicates the frequency with which you engage in the expressed behavior.
2. Give your immediate impressions. There are no right or wrong answers.

When I am the leader . . .	Never	Seldom	Sometimes	Often	Always
1. I give clear explanations of what is expected of others.	1	2	3	4	5
2. I show interest in followers' personal concerns.	1	2	3	4	5
3. I invite followers to participate in decision making.	1	2	3	4	5
4. I challenge followers to continuously improve their work performance.	1	2	3	4	5
5. I give followers explicit instructions for how to do their work.	1	2	3	4	5
6. I show concern for the personal well-being of my followers.	1	2	3	4	5
7. I solicit followers' suggestions before making a decision.	1	2	3	4	5
8. I encourage followers to consistently raise their own standards of performance.	1	2	3	4	5
9. I give clear directions to others for how to proceed on a project.	1	2	3	4	5
10. I listen to others and give them encouragement.	1	2	3	4	5
11. I am receptive to ideas and advice from others.	1	2	3	4	5
12. I expect followers to excel in all aspects of their work.	1	2	3	4	5

Scoring

1. Sum the responses on Items 1, 5, and 9 (directive leadership).
2. Sum the responses on Items 2, 6, and 10 (supportive leadership).
3. Sum the responses on Items 3, 7, and 11 (participative leadership).
4. Sum the responses on Items 4, 8, and 12 (achievement-oriented leadership).



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13.2 PATH-GOAL STYLES QUESTIONNAIRE

(Continued)

Total Scores

Directive leadership: _____

Supportive leadership: _____

Participative leadership: _____

Achievement-oriented leadership: _____

Scoring Interpretation

This questionnaire is designed to measure four types of path-goal leadership: directive, supportive, participative, and achievement-oriented. By comparing your scores on each of the four styles, you can determine which style is your strongest and which is your weakest. For example, if your scores were directive leadership = 21, supportive leadership = 10, participative leadership = 19, and achievement-oriented leadership = 7, your strengths would be directive and participative leadership, and your weaknesses would be supportive and achievement-oriented leadership. While this questionnaire measures your dominant styles, it also indicates the styles you may want to strengthen or improve.

If your score is 13–15, you are in the high range.

If your score is 6–12, you are in the moderate range.

If your score is 3–5, you are in the low range.

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13.3 OBSERVATIONAL EXERCISE

Obstacles

Purpose

1. To develop an understanding of the practical value of path-goal leadership as a strategy for helping followers reach their goals
2. To identify *obstacles* that limit group effectiveness
3. To investigate how a *leader's* style helps followers overcome *obstacles* to goal achievement

Directions

1. Observe a meeting, practice, or session of one the following groups (or a similar group): a sports team practice, a class project group meeting, a weekly staff meeting at work, a fraternity or sorority council meeting, or a planning meeting for a nonprofit organization.

2. Record what you observe at the meeting. Be specific in your descriptions.

General observations of the meeting:

Observations of the leader's behavior:

Observations of group members' behaviors:

Questions

1. What are the *goals* of the individuals or group you observed? Are the goals clear?
2. What are the major obstacles confronting the individuals in the group?
3. What style of leadership did the leader exhibit? Was it appropriate for the group?
4. If you were leading the group, how would you lead to help group members?



13.4 REFLECTION AND ACTION WORKSHEET

Obstacles

Reflection

1. When it comes to helping people who are having problems, how do you view your own abilities? Are you comfortable with setting goals and giving directions to others?
2. One of the central responsibilities of a leader is to help his or her followers become motivated. This means helping them feel *competent*, helping them meet their *expectations*, and helping them *value* what they do. How would you apply these three principles in a leadership situation?
3. As you reflect on the *obstacles* discussed in the chapter, which obstacles would you be most and least effective at addressing? Why?

Action

1. To be an effective leader requires that you *clarify the goal* and *define the path* to the goal. What specific things could you do in an upcoming leadership situation to clarify the goal and define the path for others?
2. As you look at your results on the Path–Goal Styles Questionnaire, what scores would you like to change? Which styles would you like to strengthen? How can you make sure you exhibit the most effective style the next time you are leading a group?
3. People vary regarding their need to be helped. Some want a lot of assistance, and others like to be independent. Are you prepared to adapt your leadership to be helpful to those who need it? Discuss.

