Thomas–Kilmann Conflict Mode Instrument

TEAM REPORT

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Facilitator's Guide

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Conflict and teams

Teams are the building blocks of today's organizations. Effective teamwork can increase engagement, boost innovation, and improve productivity for individuals, the team, and the organization as a whole.

Studies show that the ability to manage conflict is one of the most important factors affecting a team's performance. In light of this, the TKI® Team Report is designed to help team members learn how to turn conflict challenges into opportunities for increased individual and team effectiveness.

This guide is for trainers, consultants, coaches, therapists, and any other facilitators intending to use the TKI Team Report. It can be used to facilitate conversations with teams, couples, work groups, or task forces—essentially, any group of two or more people working together to achieve a common goal—to help respondents improve how they manage conflict as a team, and not just as separate individuals.

The purpose of this guide is to help you and your respondents get the most out of the TKI Team Report. It includes detailed information about the TKI Team Report, a step-by-step outline of how to run a team development workshop using the TKI Team Report, and case studies based on two example TKI team profiles.

About the TKI® Team Report

The TKI Team Report builds on the TKI Profile and Interpretive Report but is specifically designed to assess the use of the five TKI conflict-handling modes for members of a team.

Since it was first published in 1974, the *Thomas-Kilmann Conflict Mode Instrument* (TKI) has primarily been used to help individuals understand five conflict-handling modes they can use when facing interpersonal conflict. The goal of the TKI assessment is to help a respondent discover which of the five conflict-handling modes they might be using too often or not using often enough, compared to a large normative sample. Using their TKI results, the respondent can then take the next steps to improve their conflict-handling behaviors across a wide variety of conflict situations.

Feedback from TKI users shows that trainers and facilitators have been using the TKI assessment for team-based training by manually creating TKI team profiles. The TKI Team Report will now do this for you, providing an automated TKI team profile for the team along with specific advice for improving team performance related to conflict management.

Click here to explore a sample TKI Team Report.

When to use the TKI Team Report

Research shows that members of high-performing teams talk to one another about their team interactions. The TKI Team Report provides a framework and language to help teams talk about conflict. Using assessment results, you can create action steps to improve the team's conflict-handling behavior.

You can use the TKI Team Report for a wide variety of applications, including:

- For **team training**, alongside any general team-building training.

- For **leadership training**, to help team leaders better understand their team members, develop their teams, and improve team leadership.

- For **team development**—the report provides action-oriented strategies to help teams improve their handling of task, process, and interpersonal conflict.

- With **new teams**, to help team members get to know one another and start conversations that will help them manage conflict from the beginning of their work together.

- To manage **dysfunctional conflict in a team** by helping team members identify their conflict preferences, discover patterns of interaction that might be causing conflict, and ultimately move past these difficulties to function more effectively. (Please note that this application will likely require substantial experience working with dysfunctional teams.)

Comparing the TKI Team Report and the TKI Profile and Interpretive Report

The underlying philosophy of the TKI assessment is that all five conflict-handling modes are useful in different situations. For that reason, we all need to select the modes we use *thoughtfully*, to fit the situation. Automatic or habitual use of a given conflict-handling mode is seen as potentially problematic.

When a respondent completes the TKI assessment (using the TKI's standard instructions for responding to the 30 items on the assessment), they're asked about their conflict-handling behaviors in general, across their various interpersonal relationships and the various situations they encounter. When the same respondent reviews their results, the two key objectives are for them to become aware of any patterns of overuse or underuse of specific conflict-handling modes, and to learn when other modes might be more useful. Through discussion with their facilitator, the respondent learns that any mode they use heavily can be a skill when used appropriately. However, the key message is to *build on* that skill, using other modes when they would be more appropriate.

A similar philosophy applies to the TKI Team Report. The team profile is intended to help team members notice patterns of possible overuse and underuse of the conflict-handling

modes. The team can then consider whether those patterns are useful or problematic and, ultimately, discuss any changes or refinements that could enhance team interactions or team functioning.

During this discussion, team members will need to consider any aspects of the team's specific situation or context that may be skewing the pattern of mode usage in a particular direction. They can then decide whether the pattern is functional and appropriate for the team. For example, if team members often discuss issues of high impact and high importance, they may see patterns of high usage for the more assertive conflict-handling modes—competing and collaborating—and may decide that these patterns are appropriate in the context of their discussions.

For both individuals and teams, patterns of high- and low-range usage for any of the five conflict-handling modes provide diagnostic warning signals to identify *possible* overuse or underuse of a particular mode. The TKI Team Report then helps the team identify likely challenges created by overuse or underuse of a particular mode and provides suggested remedies to address those challenges.

Contents of the TKI Team Report

The TKI Team Report includes five major sections:

1. **The Five Conflict-Handling Modes** introduces the Thomas-Kilmann Conflict Model* and describes each of the five conflict-handling modes: competing, collaborating, compromising, avoiding, and accommodating. This section also describes when team members can make best use of each of the five modes.

2. **Your Team's TKI Profile** provides the team's scores for each of the five conflict-handling modes. The profile shows how many team members scored high (indicating possible overuse), medium, and low (indicating possible underuse). For more information on the team profile, see **Scoring the TKI Team Report** later in this guide.

3. **Your Team Members' Tendencies** translates the distribution of mode scores into percentages for the team, showing the team's highest to lowest scores.

4. **Challenges and Remedies** includes information about interpersonal relations and decision-making challenges and remedies. Information is provided for all five conflict-handling modes, with an emphasis on the team's highest- and lowest-scoring modes. In each case, associated remedies are provided to address team challenges.

5. **Your Individual Profile** displays the individual team member's results and compares their results to the team's highest- and lowest-scoring conflict-handling modes. This section also includes additional challenges and remedies related to the individual's highest- and lowest-scoring modes, which may differ from those of the team.

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*This two-dimensional model of conflict-handling behavior is adapted from "Conflict and Conflict Management" by Kenneth Thomas in *The Handbook of Industrial and Organizational Psychology*, edited by Marvin Dunnette (Chicago: Rand McNally, 1976). Another valuable contribution in this field is the work by Robert Blake and Jane Mouton in *The Managerial Grid* (Houston: Gulf Publishing, 1964, 1994).

Scoring the TKI Team Report

Individual profiles

The scoring methodology for a team starts with each team member's individual TKI scores—the results of each respondent's answers to the 30 TKI assessment items.

As in the TKI Profile and Interpretive Report, each respondent's raw scores are converted to percentile scores based on normative data (8,000 male and female respondents drawn from a sample of almost 60,000 people who completed the TKI assessment) to reflect the demographic distribution of the United States on gender, race and ethnicity, level of education, and region. For more information on the sample and normative data used to determine TKI percentile scores, see **Technical Brief for the Thomas-Kilmann Conflict Mode Instrument: Description of the Updated Normative Sample and Implications for Use**.

Percentile scores are categorized as high, medium, or low based on the percentile ranges for each of the five conflict-handling modes (see table 1).

Table 1. TKI percentile ranges and interpretation notes

Percentile range	Use of mode
High (Highest 25th percentile—76% to 100%)	A relatively strong tendency to use this mode. Beware of possible overuse.
Medium (Medium 50th percentile—26% to 75%)	Flexibility in using this mode or not, depending on the situation.
Low (Lowest 25th percentile—0% to 25%)	A relatively strong tendency not to use this mode. Beware of possible underuse.

Individuals generally have one or two high-scoring modes and one or two low-scoring modes. However, it is possible to have no high- or low-scoring modes or even three high- or low-scoring modes—although this latter combination is rare.

Team profiles

The team's combined TKI profile (shown on page 5 of the TKI Team Report) provides a summary of how many team members scored high, medium, and low on each of the five conflict-handling modes. See figure 1 for an example profile.

Figure 1. An example of a team's TKI profile

COMPETING

Tendency to use mode	Number of team members
High	2
Medium	5
Low	2

COLLABORATING

Tendency to use mode	Number of team members
High	0
Medium	6
Low	3

COMPROMISING

Tendency to use mode	Number of team members
High	5
Medium	4
Low	0

AVOIDING

Tendency to use mode	Number of team members
High	3
Medium	4
Low	2

ACCOMMODATING

Tendency to use mode	Number of team members
High	1
Medium	5
Low	3

Team size = 9

For this team, the box for competing, for example, shows that two team members have high scores (above the 75th percentile), five team members have medium scores (26th to 75th percentile), and two team members have low scores (in the lowest 25th percentile).

On page 6 of the report, the team's score distributions are converted to percentages to produce team conflict mode results (see figure 2). This chart displays the percentage of team members who scored in the high and low categories for each of the five conflict-handling modes, providing an overview of all five modes and their relationship to one another for the team.

Figure 2. An example of a team's conflict-handling tendencies

Percentage of members scoring **low**		Percentage of members scoring **high**
100 90 80 70 60 50 40 30 20 10		10 20 30 40 50 60 70 80 90 100
0	COMPROMISING	56
22	AVOIDING	33
22	COMPETING	22
33	ACCOMMODATING	11
33	COLLABORATING	0
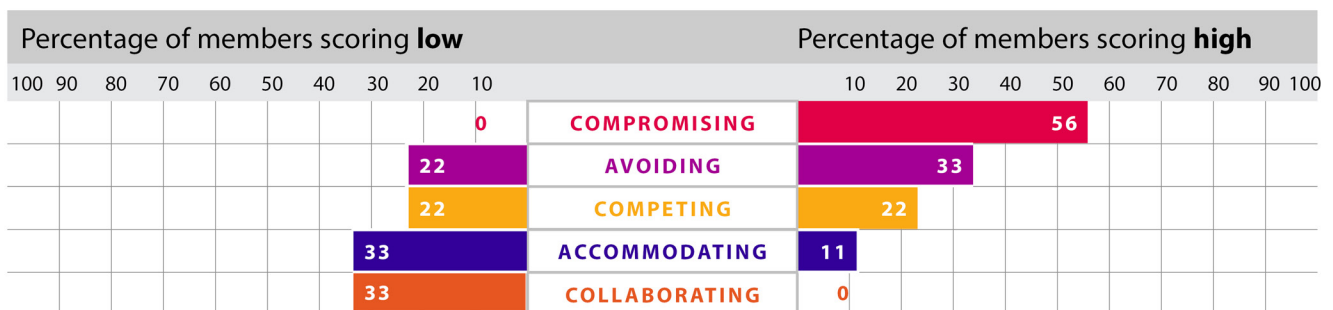
Team size = 9

The order of the five modes in this chart will vary based on the percentage of both high and low scores within the team. This means that the modes will be listed in order from most used (highest percentage of high scores within the team) to least used (highest percentage of low scores within the team) for the team as a whole. If two or more percentages are the same, a formula is applied to determine the order.

In this example, five of the nine team members scored high on compromising. This mode shows the largest percentage of high scores within the team—56%—so compromising is listed first. Similarly, three of the nine team members scored low on collaborating. This is the largest percentage of low scores within the team—33%—so collaborating is listed last.

On page 16 of the TKI Team Report, individual team members will find their own TKI assessment results as well as a chart that allows them to compare their highest- and lowest-scoring modes to those of their team.

On page 23 of the TKI Team Facilitator Report, the facilitator receives an additional chart, in which the individual TKI profiles for all members of the team are compiled (see figure 3). Please note that this chart is not included in individual team members' reports. It is available to the facilitator only and should not be shared without the express permission of every team member.

Figure 3. A summary of team members' individual TKI results shown in the accompanying facilitator report

Team size = 9
H = high; M = medium; L = low

Member	Competing	Collaborating	Compromising	Avoiding	Accommodating
Arroz, H.	M	M	H	L	M
Davis, M.	M	L	H	M	L
Grigg, I.	L	M	H	M	M
Jacobs, M.	H	L	M	M	M
Menendez, J.	L	M	M	H	H
Payette, B.	M	M	M	H	L
Petrova, D.	M	L	H	M	M
Smith, J.	H	M	M	H	L
Thompson, G.	M	M	H	L	M

Recommendations and cautions when using the TKI Team Report

To get the most out of the TKI Team Report, we recommend that you first gain experience administering, interpreting, and discussing TKI results with individual respondents using the TKI Profile and Interpretive Report. **Click here to explore a sample TKI Profile and Interpretive Report.**

Interpreting multiple TKI profiles for a team or group will likely be more complex than reviewing individual respondents' TKI assessment results one at a time. Therefore, it is also helpful to have:

- Previous experience working with teams.
- A clear understanding of the team you'll be working with, including its structure, purpose, and organizational context.

The team's context is a crucial factor that shapes team dynamics and behaviors. Before you work with a team, it's important to understand:

- Cultural norms for the team and organization. What is the accepted way of approaching conflict for the team?
- The organization's reward system. What conflict behaviors are rewarded or discouraged during the performance appraisal process?
- The team leader's behavior and style of leadership. For example, is their style autocratic or democratic, open-minded or defensive?

This knowledge will help you interpret the TKI Team Report in a way that is most meaningful for the team. It will also help you respond effectively to team members' questions about their results.

Ethical use of the TKI assessment

The *Thomas-Kilmann Conflict Mode Instrument* and TKI reports are designed for personal and professional development only. TKI assessment results must never be used for recruitment strategies, selection purposes, or promotion decisions.

The TKI assessment explicitly controls for social desirability response bias—the tendency for people to respond to assessment items in a way that will make them look good to themselves or others. However, it is possible for a respondent to purposefully choose responses to overendorse one conflict-handling mode and underendorse another mode if they believe these distorted responses are desirable for whatever reason.

TKI assessment instructions

To generate a TKI Team Report for your team or group, you will first need to administer the TKI assessment to every member of the group. You can do this online via **The Myers-Briggs Company's Elevate® assessment platform**. Full instructions for how to administer the TKI assessment and generate a TKI Team Report are available within the Elevate platform.

Standard instructions

The TKI assessment has a standard set of instructions whether administered to individuals or to members of a team or group. These instructions are:

> Consider situations in which you find your wishes differing from those of another person. How do you usually respond to such situations?

Respondents are not presented with a specific situation or asked to focus their responses on their interactions with specific people. Instead, respondents are encouraged to answer assessment items based on their preferred response to conflict, across all the situations in their lives.

You can, of course, use these standard instructions with members of any team or group. These instructions are particularly useful when team members have limited experience working together.

Modified instructions to focus on interactions within a team

If you're administering the TKI assessment to members of a team or group that has worked together for some time, you might want to use modified instructions. These modified instructions ask team members to focus specifically on conflict interactions *within* the team.

If you choose this option, add the modified instructions below to the email you send to team members when you invite them to complete the TKI assessment:

> When you complete the TKI assessment items, please ignore the on-screen instructions.
>
> Instead, answer the assessment focusing on your interactions with other members of your team. How do you usually respond when you find your wishes differing from those of another member of your team?
>
> For each item on the assessment, choose the option ("A" or "B") that best represents your behaviors within your team.

Note: To maintain the integrity of the TKI assessment, please use the specified wording in the instructions. If there is any room for doubt or confusion, however, you may find it helpful to provide the name of the team and list team members by name. In such cases, follow the template below. This will ensure that all respondents have the same team clearly in mind as they complete the assessment.

> When you complete the TKI assessment items, please ignore the on-screen instructions.
>
> Instead, answer the assessment focusing on your interactions with other members of **[insert team name]**. Inside **[insert team name—insert team member names if desired]**, how do you usually respond when you find your wishes differing from those of another team member?
>
> For each item on the assessment, choose the option ("A" or "B") that best represents your behaviors within **[insert team name]**.

For example:

> When you complete the TKI assessment items, please ignore the on-screen instructions.
>
> Instead, answer the assessment focusing on your interactions with other members of **the finance team—Tom Jamison, Hugo Rivera, Sofia Ivanov, and Alison Smith.** Inside **the finance team** how do you usually respond when you find your wishes differing from those of another team member?
>
> For each item on the assessment, choose the option ("A" or "B") that best represents your behaviors within **the finance team**.

See **appendix A** for information on how to add these modified instructions on the Elevate assessment platform.

Running a team development workshop using the TKI Team Report

A team development workshop using the TKI Team Report will usually take around three hours. We recommend scheduling half a day for each workshop. Larger teams (with more than seven team members) or teams experiencing dysfunctional conflict may benefit from longer workshops or multiple sessions.

Preparation and prework

When you're preparing to run a team development workshop, it's important to speak with the client or a leader from the organization to learn the context and intended goals for the session. Here are some questions you can use to guide this conversation:

- What is the reason or motivation for this workshop?
- What's the purpose for the session (for example, general leadership, team development, team training, and so on)?
- Are there clear goals for the session from senior leadership?
- Are there any deadlines or key deliverables relating to the session?
- What is the history of the team?
- When was the team established?
- What is the team's key goal or purpose?
- How interdependent are the members of the team—how much do they depend on one another to achieve the team's goals?
- Who are the team leaders and other key influencers on the team?
- What are the typically unstated, unwritten cultural norms within the team or organization?
- What is the company culture, with respect to values, norms, and expected behavior in the workplace?
- What behaviors tend to be rewarded or discouraged during annual performance appraisals?
- What is the relationship between the team leader, individual team members, and the team leader's manager?

It may also be useful to have team members complete the short team conflict diagnostic worksheet (**reproducible master [RM] 1**). This will provide valuable insights into how team members view the team's current conflict-handling behaviors.

Materials and resources

To run a team development workshop using the TKI Team Report, you'll need:

- TKI Team Reports—one report for each team member, plus the accompanying facilitator report for your own reference.
- Completed team conflict diagnostic worksheets (optional)—one for each team member.
- PowerPoint slides or other materials for lectures and activities.
- Poster paper and marker pens for in-person delivery, or comparable virtual tools for online delivery.

Before the workshop

At least 48 hours before the workshop, we recommend that you:

- Check that all team members have completed and submitted their TKI assessments.
- Generate the TKI Team Report for the session.
- Review your TKI Team Facilitator Report and note any areas of interest to explore with the team during the workshop.
- Check venue arrangements or online meeting software.
- Prepare a plan or agenda for the workshop. (Remember to allow time for breaks.)
- Prepare any other materials and resources.

Sample agenda

Here's a sample agenda for a three-hour team development workshop using the TKI Team Report. This schedule is designed for teams with a maximum of seven team members. If the team is larger or there is dysfunctional conflict in the team, you may need to schedule more time.

Table 2 provides an overview of topics and suggested timings for the workshop. The rest of this section provides more information for each topic and activity.

Table 2. Sample agenda for a three-hour team development workshop using the TKI Team Report

Topic	Approximate time required	Summary
Introductions, objectives, and expectations	20 minutes	- Run an icebreaker activity if desired. - Confirm session objectives and give a brief overview of the activities for the session. - Explain expectations for the session, including any expectations received from leaders or senior management. Then have team members share *their* expectations. - Establish ground rules with the team.
Introducing the TKI Conflict Model	25 minutes	- Define conflict. - Introduce the Thomas-Kilmann Conflict Model and the five conflict-handling modes. - Discuss the advantages and disadvantages of the five conflict-handling modes and when it's best to use each mode.
Exploring the TKI team and individual profiles	30 minutes	- Explore the team's TKI profile. - Explore individuals' TKI profiles. - Have team members explore their own profiles to see how they fit with the team's profile.
Break	15 minutes	
Interpreting the TKI team profile	60 minutes	- Interpret and discuss the team's results and possible consequences of overuse and underuse of relevant conflict-handling modes. - With the team, agree on the "ideal" approach depending on the team's task and timeline, including any changes that need to be made in how the team approaches and handles conflict. - Discuss how individuals and the team could improve their conflict-handling behaviors. - Review the results of the team conflict diagnostic worksheet (optional).
Action planning	30 minutes	Work with the team to create team and individual action plans.

Introductions, objectives, and expectations

Your introduction will depend on the purpose of the session. For example, if you're working with a newly formed team, an icebreaker activity will help team members get to know one another. However, if you're working with an established team that is struggling with ongoing conflict, it may be more appropriate to start by setting up a psychologically safe space.

Sharing learning objectives

Explain the objectives for the session. These objectives will vary but will usually include:

- Understanding the TKI Conflict Model and the five conflict-handling modes.

- Discussing the team's conflict-handling profile.

- Identifying strengths and development opportunities related to the team's conflict management approach.

- Agreeing on an action plan to improve the team's conflict management approach.

Setting expectations

Provide a brief overview of the session, then share any expectations from the client, organization, or senior leadership that are relevant for the workshop. Ask team members what *they* hope to get out of the session.

At this point, it's important to establish some ground rules—standards for how team members are expected to interact with one another during the workshop. It's generally best to have team members come up with, and agree on, these standards. Share these ground rules on poster paper (or on-screen) so that team members can refer to them as needed throughout the session. The standards can also be used as a living document for all future team interactions. Example team standards are included in **appendix B** for reference.

> **Note:** Establishing clear standards for team interactions is a great strategy for effective conflict management. This activity allows you to model best practices and demonstrates a method for mitigating unwanted interpersonal conflict. If the standards are violated during the workshop, be sure to provide feedback to the team or individual.

Introducing the TKI Conflict Model

This information can be used alongside pages 2 to 4 of the TKI Team Report.

Start by providing a clear definition of the word *conflict*. **Conflict occurs when team members' concerns—the things they care about—appear to be incompatible.**

Although conflict can lead to a fight or a heated argument, this isn't part of the definition. Instead, *conflict* refers to differences in our ideas, opinions, or perspectives. These differences are a natural part of decision-making and are not "good" or "bad" in themselves. What matters is how these differences are managed.

If differences are managed well, conflict can be the key to high performance. If they're managed poorly, conflict can become dysfunctional.

Run the following short activity with the team to illustrate this important distinction.

First, ask team members to think about a team from their past that didn't handle conflict well. What were the consequences of this mismanagement? Answers can be listed on poster paper or on-screen.

Typical answers include:

- Poor morale

- Personality clashes

- Distrust

- Lack of buy-in

Now ask team members to think about a team that managed conflict well. What were the consequences of effective conflict management? List these answers in a separate column.

Typical answers here include:

- Individual and team engagement

- Increased innovation

- High levels of motivation and morale

- Improved employee retention

Debrief this activity by saying that any team can consciously influence conflict by learning about the five conflict-handling modes and knowing when and how to use each one.

Defining the five conflict-handling modes

The Thomas-Kilmann Conflict Model (figure 4) details five ways that people approach conflict and the two underlying dimensions that define these conflict-handling modes—assertiveness and cooperativeness.

Start by defining assertiveness and cooperativeness:

• **Assertiveness** is how much team members try to satisfy *their own* concerns.

• **Cooperativeness** is how much team members try to satisfy *other team members'* concerns.

You can then move on to definitions of the five conflict-handling modes—competing, collaborating, compromising, avoiding, and accommodating—using the definitions on pages 2 and 3 of the TKI Team Report. Take care to point out the differences between compromising (finding an agreeable middle ground) and collaborating (finding a win-win outcome) as respondents sometimes struggle to discern the differences between these two modes.

Figure 4. The five conflict-handling modes of the Thomas-Kilmann Conflict Model
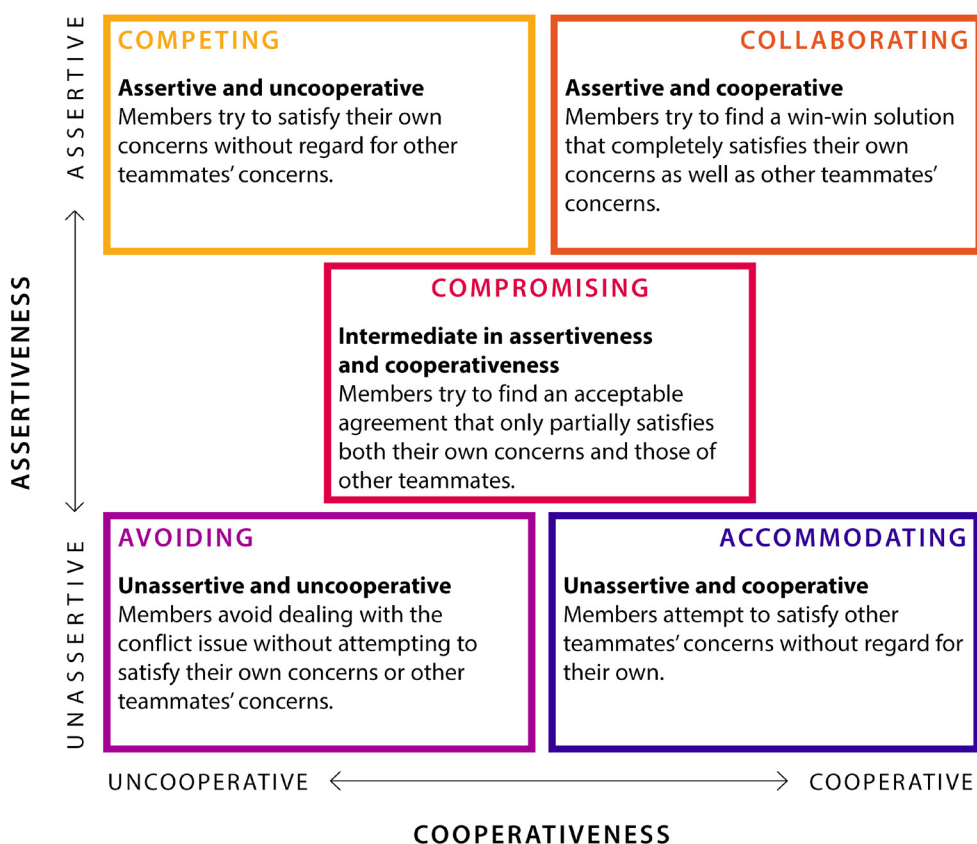
The most important point to share during this section of the workshop is that **all five conflict-handling modes are useful**. The key is knowing when to use each mode and being cautious about overuse or underuse of any one mode. High-performing teams tend to use all five modes at different times, depending on the situation.

Exploring the advantages and disadvantages of the five conflict-handling modes

Once you've defined the five conflict-handling modes, ask team members to identify and discuss possible advantages and disadvantages of each of the modes, starting with competing. You can use a table with three columns to capture participants' responses. The first column lists the five modes. Column 2 can be used to record the advantages, and column 3 can be used to capture the disadvantages. See table 3 for an example of this activity.

Table 3. An example of possible participant responses for advantages and disadvantages of the five conflict-handling modes

Conflict-handling mode	Advantages	Disadvantages
Competing	• Efficient • Decisive	• Can come across as bullying or overbearing • Could ruin relationships
Collaborating	• Builds trust • Likely to find a usable solution	• Takes longer • Requires several skills
Compromising	• Both people feel partly satisfied • Faster than collaborating	• May not lead to the best solutions • No one is really happy
Avoiding	• No need to spend energy on problems that don't matter • Can calm tensions	• A decision isn't made • Problems can persist • May look "weak" to others
Accommodating	• Quick • Generates goodwill	• May not lead to the best solutions • Requires giving up on your own interests

Conflict-handling behavior is situational. This means that teams and individual team members need to be aware of the five conflict-handling modes and when it's appropriate to use each one. Page 4 of the TKI Team Report includes information on when it is most appropriate to use each of the conflict-handling modes (see figure 5). Summarize the information on this page before moving on.

Figure 5. How each conflict-handling mode can help your team

COMPETE WHEN...

- Members need to champion a good idea to get the rest of the team to take it seriously
- Teammates seem committed to an idea that needs to be challenged
- A leader needs to take an unpopular action (for example, termination or budget cuts)
- Quick, decisive action is needed in a crisis

COLLABORATE WHEN...

- Two conflicting concerns are each too important for compromising or accommodating
- The team needs to combine diverse insights to better understand an issue
- A consensual decision is needed to gain team members' commitment
- Hard feelings within the team need to be worked through and resolved

COMPROMISE WHEN...

- Collaborating or competing hasn't worked, and the team needs a fallback approach
- A "good-enough" decision is all that is needed
- The team needs a quick settlement under time pressure
- Fairness is important in sharing gains or costs among team members

AVOID WHEN...

- An issue is relatively unimportant and not worth the team's time
- An issue is too dangerous to raise (for example, personalities, blame, political beliefs)
- Postponing would help the discussion (for example, to gather data or to allow tempers to subside)
- An issue should be referred to a subgroup who are more directly concerned

ACCOMMODATE WHEN...

- A small sacrifice would yield greater good for the team or another member
- Members realize that they are wrong or that others know more about the issue
- Members have been heard and understood, but the decision has gone against them
- An apology or forgiving others would help heal bad feelings

Exploring the TKI team and individual profiles

The information in this section can be used alongside pages 5, 6, and 16 of the TKI Team Report. As the facilitator, you may also want to refer to team members' individual TKI results on page 23 of your TKI Team Facilitator Report.

Exploring the TKI team profile

Once team members have a clear understanding of the conflict-handling modes, they are ready to explore their TKI assessment results. Have the team review its TKI profile on page 5 of the TKI Team Report. Look at the high scores for each of the conflict-handling modes. Circle the largest number(s) of team members scoring in the high range and explain that high scores mean that team members could be overusing this mode.

Next, look at the low scores. Draw a triangle around the largest number(s) of members scoring in the low range, and explain that the low scores mean that team members could be underusing this mode. See figure 6 for an example of these annotations.

Figure 6. An example of a team's TKI team profile with high (circle) and low (triangle) notations

COMPETING	
Tendency to use mode	**Number of team members**
High	1
Medium	4
Low	2

COLLABORATING	
Tendency to use mode	**Number of team members**
High	2
Medium	3
Low	2

COMPROMISING	
Tendency to use mode	**Number of team members**
High	0
Medium	4
Low	△3

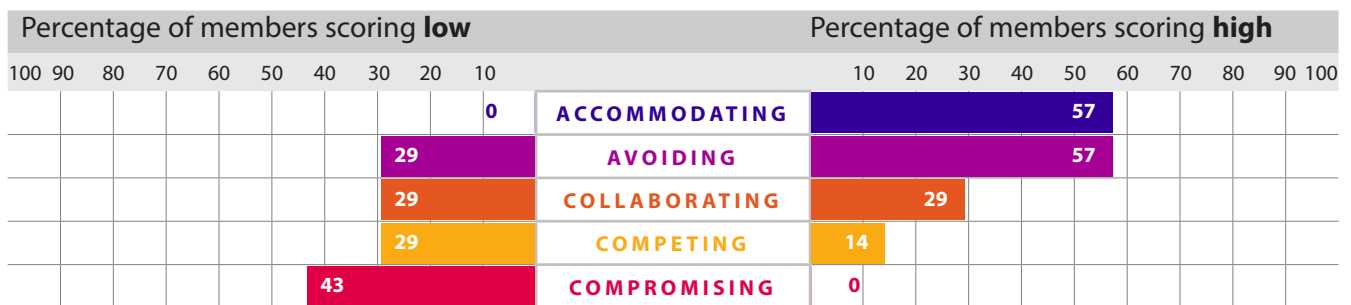| AVOIDING	
Tendency to use mode	**Number of team members**
High	④
Medium	1
Low	2

ACCOMMODATING	
Tendency to use mode	**Number of team members**
High	④
Medium	3
Low	0

Team size = 7

Ask team members to turn to page 6 in their reports. Here, the distribution counts from page 5 are shown as the percentage of team members who score high and low for each of the five modes. See figure 7.

Figure 7. An example of a team's conflict-handling tendencies

Percentage of members scoring **low**										Mode	Percentage of members scoring **high**									
100	90	80	70	60	50	40	30	20	10		10	20	30	40	50	60	70	80	90	100
									0	ACCOMMODATING					57					
							29			AVOIDING					57					
							29			COLLABORATING			29							
							29			COMPETING	14									
						43				COMPROMISING	0									

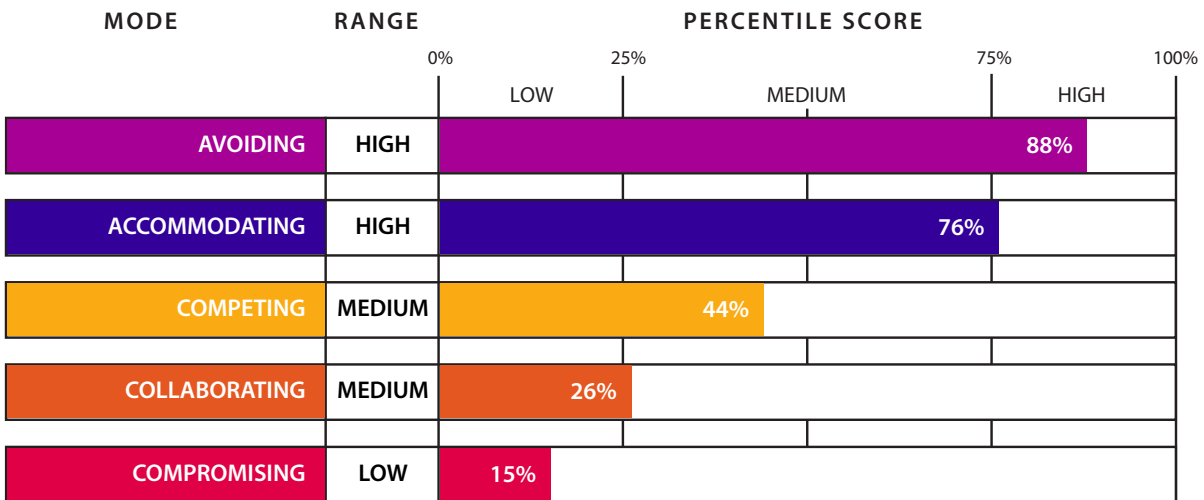Team size = 7

In this example, we can see that:

- 57% of the team—four of the seven team members—scored high on both accommodating and avoiding and could be overusing these modes.

- 43% of the team—three team members—scored low on compromising and could be underusing this mode.

Exploring individual TKI profiles

Next, have team members explore their individual TKI profiles on page 16 of the TKI Team Report. Explain that individual profiles allow each team member to see how they fit with the team's profile.

Figure 8 shows an example individual profile for a team leader, with the five conflict-handling modes in descending order based on the individual's percentile scores.

Figure 8. An individual TKI profile

MODE	RANGE	PERCENTILE SCORE				
		0%	25%	50%	75%	100%
			LOW	MEDIUM	HIGH	
AVOIDING	HIGH				88%	
ACCOMMODATING	HIGH			76%		
COMPETING	MEDIUM		44%			
COLLABORATING	MEDIUM	26%				
COMPROMISING	LOW	15%				

Below their TKI profile, each team member can also see how their highest- and lowest-scoring modes compare with the team's highest- and lowest-scoring modes (see figure 9).

Figure 9. Example chart comparing an individual's highest- and lowest-scoring modes to those of the team

	Highest Mode	Lowest Mode
You	AVOIDING	COMPROMISING
Your Team	ACCOMMODATING	COMPROMISING

This section of the workshop is likely to focus on self-guided exploration rather than group discussion. Give team members some time to review and reflect on their individual profiles. Here are some questions you can ask team members to consider:

- Does your TKI profile reflect how you believe you address conflict?
- What conflict-handling modes might you be overusing or underusing? Why might that be the case?
- How does your overuse or underuse of a particular mode affect the other members of your team?
- What adjustments might you need to make to improve your contributions to the team?

Note: Team members' individual profiles can also be used for individual coaching or development after the workshop.

Using page 23 of the TKI Team Facilitator Report

As the facilitator, you'll receive an additional chart on page 23 of the TKI Team Facilitator Report. This chart provides an overview of all team members' individual percentile results for all five conflict-handling modes (see figure 10).

Figure 10. An example chart showing individual team members' relative use of the five conflict-handling modes

Team size = 7

H = high; M = medium; L = low

Member	Competing	Collaborating	Compromising	Avoiding	Accommodating
Beau, F.	M	M	L	H	H
Bernstein-Hankelman, V.	M	L	M	H	H
Langenheimer, C.	L	H	M	M	M
Muñoz, P.	M	H	M	L	M
Nakamura, J.	L	M	L	H	H
Smith, B.	M	L	L	H	H
Wyar, K.	H	M	M	L	M

This chart can be useful for team development. You may also find it helpful to:

- Identify the team leader—or anyone else who seems to have significant influence on the team—among the team members.
- Identify effective or ineffective interactions between particular members of the team.

> **Note:** The chart shown in figure 10 is not included in team members' reports. If you decide that it would be helpful to share this chart with the team, be sure to obtain permission from each team member. Address any confidentiality concerns and additional ground rules before sharing this information.

Interpreting the TKI team profile

Once you've guided team members in exploring their individual TKI profiles, have them discuss any patterns they notice on the team profile. Ask what might be driving that behavior, and encourage team members to share examples of when they have used each conflict-handling mode.

Following this initial discussion, examine the team's highest-scoring mode:

- Ask team members who scored high on this mode what impact they think this approach is having on the team's behaviors.

- Referring back to the discussion about the advantages and disadvantages of each conflict-handling mode, ask when the highest-scoring mode is likely to be advantageous for the team's effectiveness. Are there any circumstances or situations when use of this mode might be inhibiting team effectiveness?

- Review the challenges and remedies on pages 7 to 10 of the TKI Team Report. Which challenges are most relevant to the team? How might the remedies be implemented?

Next, examine the team's lowest-scoring mode:

- Ask team members who scored low on this mode what impact they think this approach is having on the team's behaviors.

- Ask when the lowest-scoring mode is likely to be advantageous for the team's effectiveness. Are there any circumstances or situations when use of this mode might be inhibiting team effectiveness?

- Review the challenges and remedies on pages 11 to 14 of the TKI Team Report. Again, discuss which challenges are most relevant to the team and how suggested remedies could be implemented.

Explore similar questions for the remaining conflict-handling modes until all five modes have been covered. Here are some possible questions to ask and areas to discuss:

- If the team has similar scores for compromising and collaborating, ask questions to check the team's understanding of the differences between these modes. When is it most advantageous to use compromising and collaborating within the team?

- When could the team make best use of the avoiding mode to postpone or prevent conflict? How might the team make sure they are using this mode consciously?

- Which team members seem to have the most influence on the way that the team addresses conflict? Is it the team leader or are there other, informal leaders who influence the team's approach to managing conflict?
- What combination of modes drives the team's conflict behaviors? For example, do some members overuse a particular mode, driving others to compensate by using a different mode?

Improving the team's approach to conflict management

By this point in the workshop, team members will have discussed the team's context and the conflict management approaches they have each used in the past. They can now use this information to determine the team's "ideal" approach to conflict management going forward.

Have team members discuss how they—as individuals and as a team—could improve their conflict-handling behaviors. Remember to bring in any useful information about the team's context from your workshop preparation. This information can often help determine which conflict-handling modes are most useful for the team. For example, an interdependent team that deals with important, complex tasks is likely to need collaboration skills. However, if a task or project has tight time constraints, the team may need to rely more heavily on the compromising and competing modes.

If you asked team members to complete the team conflict diagnostic worksheet (**RM 1**) before the workshop, it may be helpful to share anonymized results or key findings with the team. This is a good way to highlight areas of agreement and disagreement about the team's conflict behaviors.

The results of the team conflict diagnostic worksheet are particularly useful when exploring the following questions with the team:

- Does the team have shared goals or a shared purpose—and does everyone agree on what these are? Do team members revisit their goals and purpose on a regular basis? Research shows that shared goals are an important first step in creating high-performing teams. A lack of clear goals often contributes to dysfunctional conflict among team members.
- Do team members regularly discuss how they manage conflict?
- Does the team have established guidelines for handling conflict? Are the guidelines followed?
- Do all team members show mutual respect for one another?
- Are differing ideas and opinions encouraged within the team? Does the team have a process for gathering input during decision-making and then discussing and filtering that input to reach a decision?
- How much team conflict focuses on tasks, interpersonal issues, or process issues?
- What are the team's strengths in handling conflict? How might the team improve how it manages conflict?

The goal for this section of the workshop is to help the team answer these key questions:

1. What is the "ideal" approach to conflict for the team? Given the team's situation and context, which conflict-handling modes might be most appropriate?

2. What adjustments can the team make to manage conflict more effectively?

3. What will the team keep doing, do more of, do less of, or stop doing?

4. How will the team monitor progress for any changes or adjustments that are agreed on during the workshop?

Action planning

The last section of the workshop focuses on turning the insights from exploration of the TKI Team Report into an action plan for improving the team's approach to conflict management.

Guide the team in identifying short-, medium-, and long-term SMART goals—goals that are Specific, Measurable, Achievable, Relevant, and Time-bound. Take care that goals are documented and shared with all team members.

When all suggested goals have been documented, have the team choose *two or three* goals for its action plan. It's important that the team doesn't try to act on more than two or three goals at once, as this can affect progress and team morale.

A SMART goal template for both team and individual action planning is included at the end of this guide (see **reproducible master [RM] 2**). You're welcome to use this template, or you can create your own.

Suggestions for online facilitation

For online facilitation, conferencing software such as Zoom or Microsoft Teams includes chat functionality, breakout rooms, and other useful engagement features.

If you're facilitating a team development workshop online, it's important to set some additional expectations. For example, you could ask team members to:

• Turn their cameras on so that they can see one another.

• Mute audio unless they are speaking to limit background noise.

• Commit to engage with the session by closing their email, turning off their phones, and so on.

For short activities, such as the advantages and disadvantages of each conflict-handling mode, you can usually ask team members to share responses verbally. You can then record these responses on a PowerPoint slide or similar tool while sharing your screen.

If you decide to use the team conflict diagnostic worksheet, we recommend compiling the results before the workshop and sharing key trends on a PowerPoint slide or similar tool.

Case studies

To enhance your understanding of the TKI Team Report, we have included two case studies for reference:

1. **Project Tempo:** A struggling team with an atypical TKI profile showing identical high and low percentile scores on one of the five conflict-handling modes.

2. **Project New Team:** A task force that is just beginning their work together.

Each case study follows the steps and workshop format explored in **Running a team development workshop using the TKI Team Report**.

Project Tempo

This team's 13 members have worked together for about 6 months. They seemed to handle conflict well at the beginning of their current project. However, they have recently started missing deadlines, and several team members have become dissatisfied with the team's progress. The team leader has asked a facilitator to work with the team on their conflict management skills.

The facilitator has a one-hour exploratory meeting with the team leader, Sheryl, and her boss. Here are the facilitator's notes from this meeting:

- Senior leadership is concerned about the effectiveness of this team. The team's missed deadlines have impacted the work of several other teams. The organization's head of operations says, "It's important that this team get back on track."

- The team seemed to operate well during the first couple of months, until deadlines started approaching. At that point, tensions increased between two team members, and several other members have become significantly less engaged during meetings.

- This is the first time that the team leader, Sheryl, has managed a team. She hasn't received any leadership training or support, so her line manager thinks that she might not succeed without help.

To prepare for the team development workshop, the facilitator invites each team member to complete the TKI assessment. To focus attention on the difficulties the team is having, she provides the modified instructions (see **TKI assessment instructions),** asking team members to respond to items on the TKI assessment according to their interactions *inside* the team, rather than conflict more generally.

The facilitator also asks team members to complete the team conflict diagnostic worksheet (**RM 1**). Exploring the results from this worksheet, the facilitator finds that the team's highest scores are on the following items:

- Members of the team need to work with one another to accomplish shared goals.

- Our team's goals are important.

- Team members show mutual respect for one another.

- We disagree about how we will do our work (for example, on deadlines, timing, or the number of progress meetings to have).
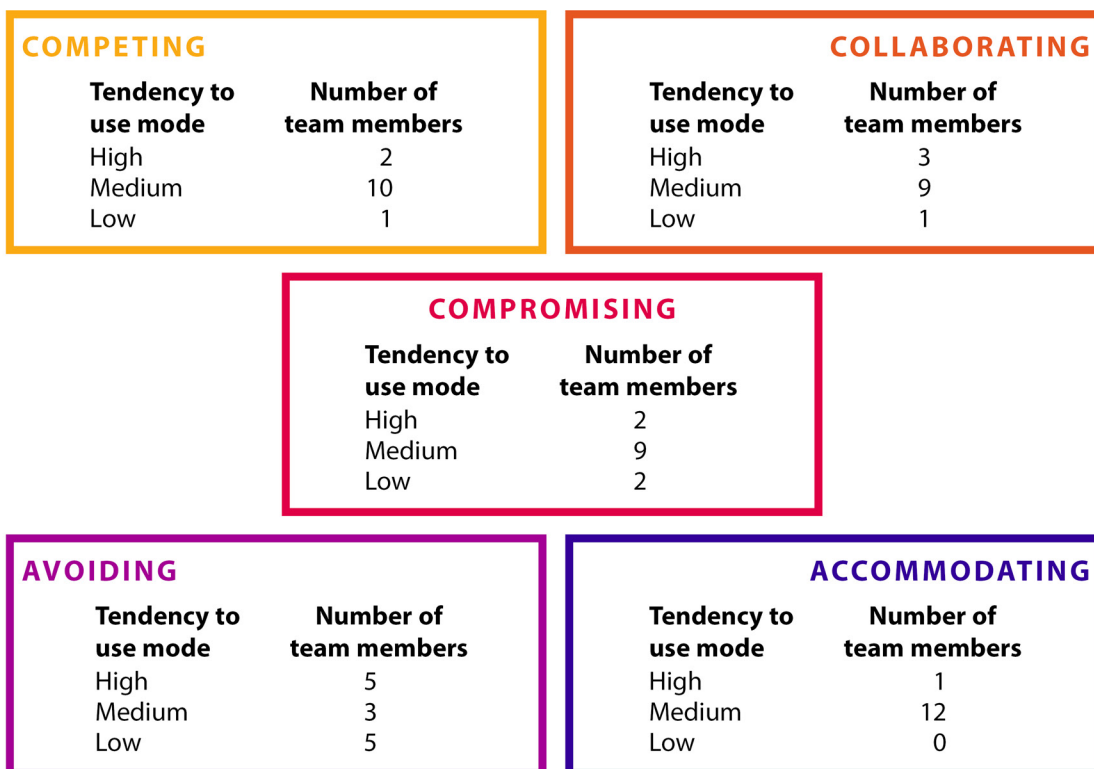
The team's lowest scores are on these items:

- We have established clear guidelines for how we will best manage conflict. We revisit these guidelines throughout the team's project or task.

- Our team members assess each situation and choose an appropriate conflict style that will help our team accomplish our goals.

- We have open team discussions about how well we manage conflict.

- We give one another feedback on the ways we deal with conflict.

Project Tempo's TKI team profile

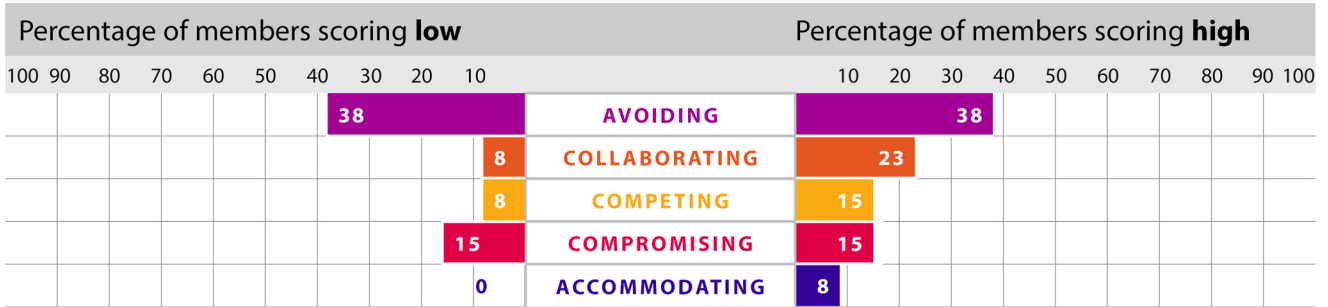Project Tempo's TKI team profile is shown in figure 11.

Figure 11. TKI team profile for Project Tempo

COMPETING

Tendency to use mode	Number of team members
High	2
Medium	10
Low	1

COLLABORATING

Tendency to use mode	Number of team members
High	3
Medium	9
Low	1

COMPROMISING

Tendency to use mode	Number of team members
High	2
Medium	9
Low	2

AVOIDING

Tendency to use mode	Number of team members
High	5
Medium	3
Low	5

ACCOMMODATING

Tendency to use mode	Number of team members
High	1
Medium	12
Low	0

Team size = 13

Team members' tendencies are shown in figure 12.

Figure 12. Project Tempo members' conflict-handling tendencies

Percentage of members scoring **low**												Percentage of members scoring **high**									
100	90	80	70	60	50	40	30	20	10			10	20	30	40	50	60	70	80	90	100
					38					AVOIDING				38							
								8		COLLABORATING			23								
								8		COMPETING			15								
							15			COMPROMISING			15								
									0	ACCOMMODATING		8									

Team size = 13

As you can see in figure 12:

- 38% of the team—5 of the 13 team members—scored *high* on avoiding and could be *over*using this mode.

- At the same time, another 38% of the team—5 different team members—scored *low* on avoiding and could be *under*using this mode.

The identical high and low percentile scores shown here are rare, but not impossible. This would be considered an atypical TKI team profile.

Project Tempo's individual TKI profiles

Figure 13 shows the individual TKI profile for the team leader, Sheryl. Note that Sheryl scores highest on avoiding and accommodating, and lowest on competing.

Figure 13. Sheryl's individual TKI profile

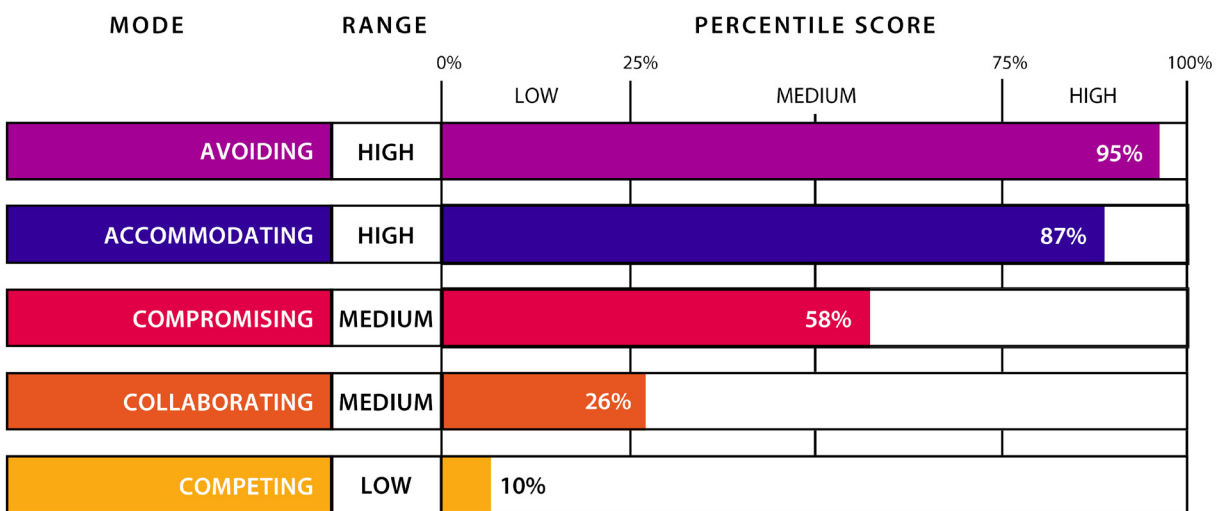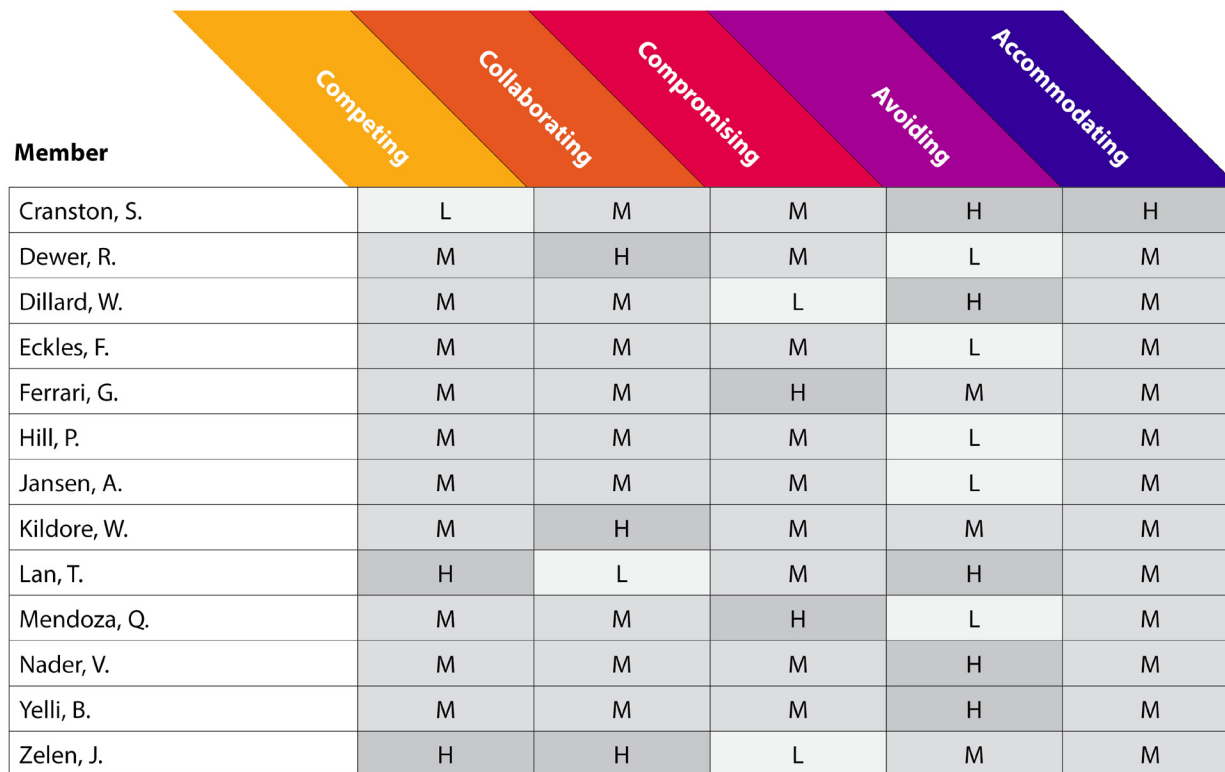| MODE	RANGE	PERCENTILE SCORE
AVOIDING	HIGH	95%
ACCOMMODATING	HIGH	87%
COMPROMISING	MEDIUM	58%
COLLABORATING	MEDIUM	26%
COMPETING	LOW	10%

Figure 14 provides the individual TKI score ranges for all 13 members of Project Tempo. The team leader is listed at the top of this chart.

Figure 14. Individual team members' TKI results for Project Tempo

Team size = 13
H = high; M = medium; L = low

Member	Competing	Collaborating	Compromising	Avoiding	Accommodating
Cranston, S.	L	M	M	H	H
Dewer, R.	M	H	M	L	M
Dillard, W.	M	M	L	H	M
Eckles, F.	M	M	M	L	M
Ferrari, G.	M	M	H	M	M
Hill, P.	M	M	M	L	M
Jansen, A.	M	M	M	L	M
Kildore, W.	M	H	M	M	M
Lan, T.	H	L	M	H	M
Mendoza, Q.	M	M	H	L	M
Nader, V.	M	M	M	H	M
Yelli, B.	M	M	M	H	M
Zelen, J.	H	H	L	M	M

Interpreting Project Tempo's TKI team profile

During the workshop, the facilitator guides the team through the TKI Team Report and key findings from the team conflict diagnostic worksheet. She then leads a discussion about the team's current approach to conflict management.

The team conflict diagnostic worksheet shows that team members believe that their work is important and know that they need to work together to accomplish shared goals. They also seem to respect one another. It's clear, however, that the team isn't being effective in managing the differing ideas and perspectives that surface when a deadline is approaching.

The team then examines the challenges and remedies associated with both high scores (possible overuse) and low scores (possible underuse) on avoiding.

Team members agree that project meetings have become unfocused, with conversations often going off-topic and some members losing interest. In meetings, there are frequent disagreements between two members of the team, which other members find upsetting or distracting. These disagreements cause other team members to disengage, but the team leader rarely intervenes. Team members are left simply hoping that things will get better over time.

Improving the team's approach to conflict management

Team members start to discuss the team's context and behaviors to try to determine the team's "ideal" approach to conflict management.

The team is about halfway through a project. Team members are very aware that their teamwork will need to improve if they are going to accomplish their goals.

The team leader, Sheryl, has learned that her avoiding and accommodating conflict-handling approach isn't serving the team well—especially now that deadlines are approaching. Similarly, the two team members with high competing scores have become aware that their approach is creating unnecessary tension during meetings. Drawing on the suggested remedies from the TKI Team Report, the facilitator leads the team and team leader in developing the following action plan.

Team SMART goal: For three months, the team will prepare meeting agendas in advance; it will conduct meetings that foster input from all team members and maintain clear focus on desired outcomes.	
Specific	The team will develop outcome-oriented agendas at least three days before each weekly meeting, making sure that all team members have a role in the meeting. Team members will work together to ensure that meeting conversations stay on topic.
Measurable	At the end of each meeting, team members will rate the quality of the meeting based on the achievement of agenda items. Each team member will offer feedback to the team leader and others, focusing on strengths and suggestions for improvement related to meeting management.
Achievable	Team members will discuss the attributes of effective meeting management as they apply to the team's desired outcomes. The team will develop criteria for assessing the quality of its meetings.
Relevant	This goal aligns with the organizational need to keep the team's work on schedule and to the required standard. The goal is also designed to address team members' tendencies to overuse or underuse avoiding.
Time-bound	Within three months, the team will demonstrate its ability to conduct meetings that are focused and productive. End-of-meeting assessments will provide interim progress checks toward this goal.

Team leader SMART goal: For the next three months, I will be more assertive in leading and facilitating team meetings so that meetings are more focused, more inclusive, and outcome oriented.	
Specific	I will actively manage team meetings by developing an inclusive planning process and making sure that agendas are completed and circulated three days before each meeting. I will assign each team member an active role for each meeting and encourage everyone to participate fully.
Measurable	I will actively ask team members for feedback on my meeting management skills at the end of each meeting. I will use this information to improve my leadership approach.
Achievable	Because I tend to overuse the accommodating and avoiding conflict-handling modes, I will work with a coach to develop my assertiveness.
Relevant	This goal is aligned with feedback from senior leadership at my organization. It will help me develop assertiveness and take a more active leadership role in team meetings.
Time-bound	Within three months, my team will clearly demonstrate the ability to conduct effective and outcome-focused meetings that include input from all team members.

Project New Team

Project New Team is a newly formed company task force. Twelve team members have been brought together to develop a company policy for employees who work remotely—either at home or at any other off-site location.

Senior management anticipates that employees will have strong opinions about this new policy. Members of this new team have been carefully selected to ensure representation from all major departments in the organization. While most team members know one another, they haven't worked together before.

The team has been given six months to gather data, explore options, and submit a report of recommendations to senior leadership. For this important task, the team leader has decided to provide conflict management training early on to help energize the team.

- The organization's CEO and head of HR both believe that the task force is of critical importance to company strategy. The new policy will likely impact employee retention, productivity, and recruitment. With this in mind, senior leadership handpicked the team members, who are all well regarded within their respective departments.

- The team has had an initial meeting with the executive vice president of operations. During this meeting, the team leader provided information about the team's charter, the project timeline, and the decision-making processes that are intended to lead to the team's final recommendations.

- The team leader has previously managed three high-profile teams for the company and has a reputation for strong leadership. The CEO has asked the team leader for monthly progress reports.
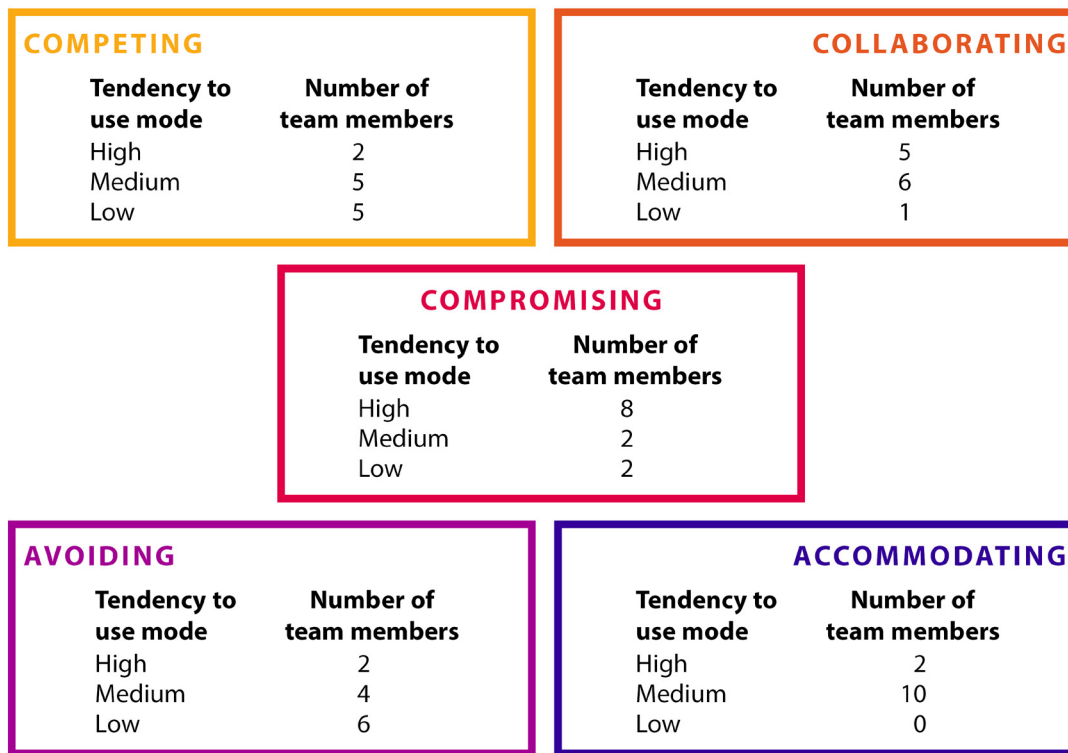
To prepare for the project, the team leader has asked the corporate training office to facilitate a team development session using the TKI Team Report.

Because the team is new, the facilitator decides to use the standard TKI assessment instructions and does not ask team members to complete the team conflict diagnostic worksheet.

Project New Team's TKI team profile

Project New Team's TKI team profile is shown in figure 15.
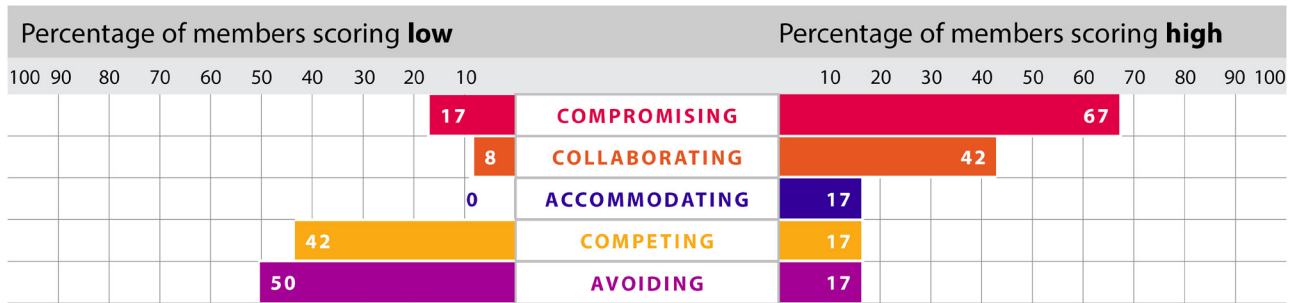
Figure 15. TKI team profile for Project New Team

COMPETING

Tendency to use mode	Number of team members
High	2
Medium	5
Low	5

COLLABORATING

Tendency to use mode	Number of team members
High	5
Medium	6
Low	1

COMPROMISING

Tendency to use mode	Number of team members
High	8
Medium	2
Low	2

AVOIDING

Tendency to use mode	Number of team members
High	2
Medium	4
Low	6

ACCOMMODATING

Tendency to use mode	Number of team members
High	2
Medium	10
Low	0

Team size = 12

Team members' tendencies are shown in figure 16.

Figure 16. Project New Team members' conflict-handling tendencies

Percentage of members scoring **low**		Percentage of members scoring **high**

100	90	80	70	60	50	40	30	20	10		10	20	30	40	50	60	70	80	90	100
									17	COMPROMISING							67			
									8	COLLABORATING					42					
									0	ACCOMMODATING		17								
							42			COMPETING		17								
							50			AVOIDING		17								

Team size = 12

As you can see in figure 16:

• 67% of the team—8 of the 12 team members—scored high on compromising and could be overusing this mode.

• 50% of the team—6 team members—scored low on avoiding and could be underusing this mode.

Project New Team's individual TKI profiles

Figure 17 shows the individual profile for the team leader, Jorge. Note that he scores highest on collaborating and accommodating, and lowest on avoiding.

Figure 17. Jorge's individual TKI profile

MODE	RANGE	PERCENTILE SCORE

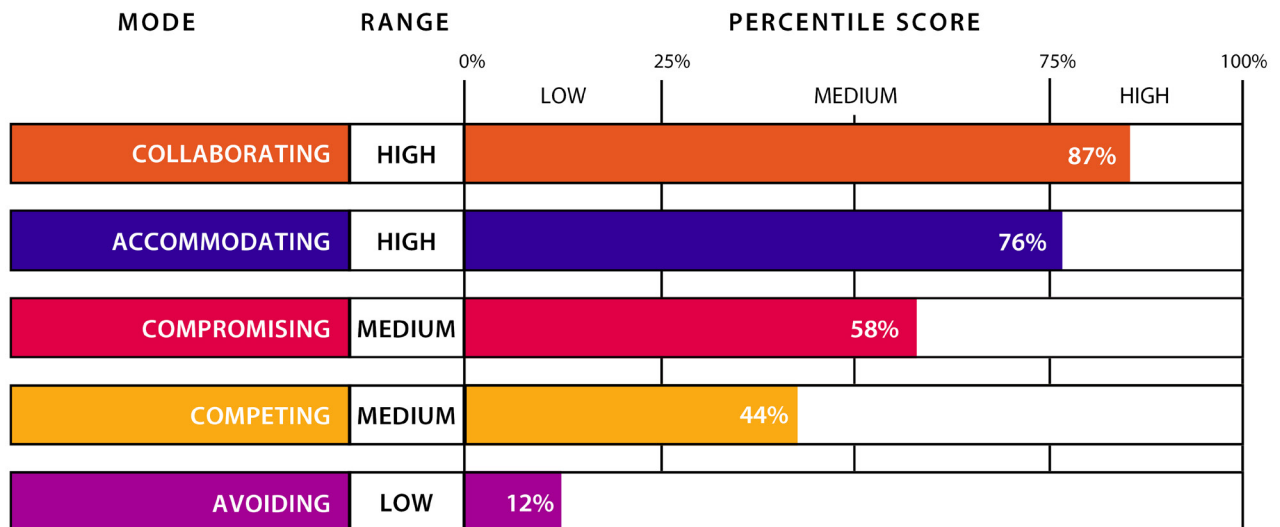|		0%	25%	75%	100%
		LOW	MEDIUM	HIGH	
COLLABORATING	HIGH			87%	
ACCOMMODATING	HIGH			76%	
COMPROMISING	MEDIUM		58%		
COMPETING	MEDIUM	44%			
AVOIDING	LOW	12%			

Figure 18 provides the individual TKI score ranges for all 12 members of Project New Team. The team leader is listed at the top of this chart.

Figure 18. Individual team members' TKI results for Project New Team

Team size = 12
H = high; M = medium; L = low

Member	Competing	Collaborating	Compromising	Avoiding	Accommodating
Herro, J.	M	H	M	L	H
Aaron, U.	H	M	H	L	M
Aten, O.	L	H	H	M	M
Crawford, W.	L	M	H	M	M
Ramirez, E.	M	H	M	L	H
Rodden, Y.	L	M	H	M	M
Smith, C.	M	L	H	M	M
Swartz, H.	H	M	L	H	M
Teasdale, B.	M	H	L	H	M
Valdez, L.	L	M	H	L	M
Weintraub, T.	M	M	H	L	M
Wood, Q.	L	H	H	L	M

Interpreting Project New Team's TKI team profile

During the workshop, the facilitator leads the team through the information in the TKI Team Report. She then facilitates a discussion about tools and processes for effective conflict management, focusing particular attention on the use of collaborating.

The team's TKI profile shows that the team leader and several other team members have high scores for collaborating. While collaboration skills will be important for this team, these members will need to be cautious about overusing the collaborating mode when a different mode could be more appropriate or more effective.

Overall, the team's highest scores are on compromising and collaborating. The facilitator spends some time discussing the differences between these two conflict-handling modes and uses an activity to explore when each mode is most appropriate.

Later, the facilitator also draws team members' attention to the team's lowest-scoring modes, competing and avoiding. The team leader suggests that he could help team members with low scores on these modes by making sure that each member of the team has the opportunity to share their ideas during team discussions and deliberations.

With the facilitator, team members look at the challenges and remedies in the TKI Team Report. The team uses this information as a way of anticipating issues that could arise within the team in the future.

Improving the team's approach to conflict management

With a clear charter and clear project timelines and expectations, the team seems to be off to a good start. After a brief discussion, the team agrees to spend its first team meeting developing a set of standards for how team members will interact with one another during the project. The team will then monitor its interactions to make sure that everyone follows these standards. The facilitator runs a short activity to show team members how to provide feedback to one another about their conflict management behaviors.

At the end of the workshop, the facilitator leads the team and team leader in developing the following action plans to explore the most appropriate uses of the five conflict-handling modes—with a particular focus on collaborating and compromising.

Team SMART goal: By the end of the month, the team will be able to assess a range of situations and determine the most appropriate conflict-handling mode to use for each one.	
Specific	Set up weekly team meetings to discuss the choice of conflict-handling modes for each stage of the project—especially the choice of collaborating or compromising.
Measurable	The workshop facilitator will attend two team meetings to observe interactions between team members. She will assess these interactions and provide feedback on the team's use of the five conflict-handling modes.
Achievable	Team members will review the TKI Team Report to make sure that they understand when to use the five modes. They will also explore the pros and cons of collaborating and compromising.
Relevant	Effective collaboration skills will be needed to achieve the organization's goal of developing a new company policy. Team members will also need to use their collaboration skills as they interact with their departments and provide input to the task force.
Time-bound	By the end of the month, team members will be able to discuss their abilities to deal with conflicting opinions about the guidelines they are developing. Feedback from the facilitator will provide interim checks to help the team develop this skill set.

Team leader SMART goal: I will work with our TKI facilitator to become more competent in using and monitoring team members' use of the five conflict-handling modes.	
Specific	I will demonstrate my ability to make purposeful choices about my own use of the five conflict-handling modes. I will also demonstrate the ability to accurately assess the team's use of the five modes.
Measurable	I have invited our facilitator to attend two team meetings and provide feedback on my use of the five conflict-handling modes. She will also observe my ability to assist members of the team in their conflict management discussions and their use of the five modes.
Achievable	I will work with our facilitator to practice the skills required for each conflict-handling mode until I am competent in the use of all five modes.
Relevant	This goal will help me develop as a leader and allow me to better lead this team in developing guidelines for the new policy.
Time-bound	By the end of the month, I will demonstrate competence in discussing the five conflict-handling modes and making purposeful choices about which mode to use for a given situation.

Appendix A: How to provide modified TKI® assessment instructions on the Elevate® assessment platform

Follow these steps to provide modified TKI assessment instructions when administering the TKI assessment to a team via the Elevate assessment platform:

1. Choose the **Projects + Reports** tab.

2. Click or tap the **Create a Project** button.

3. Type a name for your project. This can be anything that is meaningful for you.

4. Choose the **Invitation-Only** option, then click or tap the **Create** button.

5. Enter the name and email address of each team member. You can do this one by one or by uploading a file of respondent details.

6. When you have added all team members to the project, click or tap the **Next** button.

7. Find the TKI Team Report from the reports list and click or tap **Add to Project**, then click or tap the **Next** button.

8. Set your project options and click the **Next** button.

9. You'll see an example of the email invitation that will be sent to your respondents (see figure A1).

> Here, you can provide modified TKI assessment instructions for your team members if you'd like to, following the information in the **TKI assessment instructions** section of this guide.

10. When you're ready, click or tap the **Send Now** button to send assessment invitations to your respondents.

Figure A1. Example email invitation including modified TKI assessment instructions

Email Invitation

Note: These instructions are intended as a simplified guide. Full step-by-step instructions for setting up and managing the TKI Team Report are available on the Elevate assessment platform.

Appendix B: Example team interaction standards

Interaction standards to be created by a team during a team development workshop. For example:

- Treat one another with respect.
- Listen to others before offering your own perspective.
- Be open to different perspectives.
- Involve everyone—no side conversations.
- Provide useful and constructive feedback.
- Encourage everyone to contribute.
- After offering your opinion, solicit ideas from others.
- Stay on topic.

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Reproducible masters

RM 1 Team conflict diagnostic worksheet

RM 2 SMART goal template

Using the team conflict diagnostic worksheet (RM 1)

To use the team conflict diagnostic worksheet with your participants:

1. Copy or print the diagnostic worksheet (**RM 1**) from this guide.

2. Fill in the team name and the names of all team members.

3. Distribute the worksheet to each team member with an explanatory note. For example:

   Next week you will be meeting to learn about your team's approach to conflict management. Before the session, please complete the attached team conflict diagnostic worksheet and return it to me no later than [DATE]. The worksheet will likely take 5 to 10 minutes to complete.

   Be sure to keep your team in mind as you answer the 16 items. Your responses will be summarized and reported anonymously.

   Thank you,

   Facilitator

4. Once all worksheets have been returned, you can calculate scores for each item. You might want to create a spreadsheet to simplify the calculations.

   For example, let's say five team members responded "Always," and two members responded "Often" to item 1. Multiplying the number of team members by each rating gives us (5 x 5) + (2 x 4) = **33**.

   Once you've calculated the team's overall scores for each item, you might want to order the items from highest to lowest scores for ease of interpretation. See the table on the next page for a set of example calculations showing the highest- and lowest-scoring items for a team.

Example calculations for a team's highest- and lowest-scoring items from the team conflict diagnostic worksheet

Statement	Always	Often	Sometimes	Rarely	Never	
Points (per response)	**5**	**4**	**3**	**2**	**1**	
Item	**Number of responses per statement**					**Total**
4 Our team's goals are important.	6	1	0	0	0	**34**
1 Our team members need to work with one another to accomplish our shared goals.	5	2	0	0	0	**33**
6 Overall, the members of my team are very trustworthy.	3	3	1	0	0	**30**
10 We give one another feedback on the ways we each deal with conflict.	0	0	0	2	5	**9**
8 Our team members assess each situation and choose an appropriate conflict style that will help our team accomplish our goals.	0	0	0	0	7	**7**
9 We have open team discussions about how well we manage conflict.	0	0	0	0	7	**7**

Using the SMART goal template (RM 2)

To use the team SMART goal template with your participants:

1. Copy or print the SMART goal template (**RM 2**) from this guide.
2. Distribute the template to each team member during your team development workshop.

Team conflict diagnostic worksheet

Team name:

Team members:

The following statements relate to your team's ability to handle conflict. Conflict occurs when team members' concerns—or things they care about—appear to be incompatible.

Please choose one option to indicate the frequency with which your team engages in each behavior. All individual responses will be treated anonymously and combined with the responses of other members of your team.

		Always	Often	Sometimes	Rarely	Never
		5	4	3	2	1
1	Our team members need to work with one another to accomplish our shared goals.					
2	The team is experiencing a great deal of stress.					
3	Our team has established a clear purpose and shared goals, and we revisit them throughout our team's project or task.					
4	Our team's goals are important.					
5	We have established clear guidelines for how we will best manage conflict. We revisit these guidelines throughout the team's project or task.					
6	Overall, the members of my team are very trustworthy.					
7	Team members show mutual respect for one another.					
8	Our team members assess each situation and choose an appropriate conflict style that will help our team accomplish our goals.					
9	We have open team discussions about how well we manage conflict.					
10	We give one another feedback on the ways we each deal with conflict.					
11	We use team members' differing views to learn and to make more effective decisions.					

(Continued)

		Always	Often	Sometimes	Rarely	Never
		5	4	3	2	1
12	We use team members' differing opinions to broaden our understanding of a problem and potential solutions.					
13	We discuss one another's underlying concerns about an issue and incorporate those concerns into an effective solution.					
14	Our team has disagreements about ideas or opinions related to our task or project.					
15	We disagree about how we will do our work (for example, on deadlines, timing, or the number of progress meetings to have).					
16	We have interpersonal or personality disagreements.					

Adapted from Thomas, G. F., Wood, F., Stephens, K. J., & Neff, J. J. (2022). Team development Compass assessment [Unpublished manuscript]. Naval Postgraduate School, Monterey, CA.

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SMART goal template

These charts are designed to help you develop two or three SMART goals for your team or individual action plan. Fill in each field to make sure your goals are:

Specific—Make each goal as specific as possible. Vague or unclear goals can be difficult to achieve!

Measurable—Set clear outcomes that can be measured easily.

Achievable—Check that each goal is something you or your team can realistically accomplish, taking into account the available time and resources.

Relevant—Set goals that are relevant to your role or your team's shared purpose.

Time-bound—Make sure that each goal can be achieved within a set time frame. Set milestones to track your progress.

SMART goal 1:
Specific
Measurable
Achievable
Relevant
Time-bound

SMART goal 2:

Specific

Measurable

Achievable

Relevant

Time-bound

SMART goal 3:

Specific

Measurable

Achievable

Relevant

Time-bound