

# Conflict Management Questionnaire

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## Overview

### What This Questionnaire Measures

In the context of education, conflict management allows students to lessen or resolve the tensions and problems that are a natural part of human interaction inside and outside the classroom. Adolescents who deal with rather than avoid conflict report greater satisfaction with life (Ubinger, Handal, & Massura, 2013). Experts say that constructive conflict is psychologically healthy and improves students' abilities to work through hardships under stress (Johnson & Johnson, 2004).

The Conflict Management Questionnaire is designed to measure a student's proficiency in the three essential components of conflict management, which are:

1. Understand your natural response to conflict.
2. Understand the context of the conflict, including the perspectives of all involved.
3. Apply a conflict management approach that is appropriate to the situation.

### How This Questionnaire Is Accessed

Teachers can launch questionnaires and view both individual and aggregate student results by visiting <http://ResearchCollaborationSurveys.org>, creating an account, and following the instructions provided on the website. This website is free and available to all educators. Once students have completed the questionnaires, teachers can see graphed results for individual students as well as in aggregate. Teachers can also download a raw data file in MS Excel.

### How This Questionnaire Is Completed

Teachers make the questionnaire available to students by providing the URL to the survey site and a survey code. Students then enter the survey code and a student number assigned by the teacher. Students complete the questionnaire by self-rating items on a 5-point, Likert-type scale. This scale ranges from 1 (*Not very like me*) to 5 (*Very like me*). The results are automatically graphed for students and available to them once they complete the questionnaire. This enables them to immediately reflect on results.

The following example items represent each of the three essential components:

- *I have thought about how I normally respond to conflicts.* (Understand Natural Response)
- *In an argument, I try to understand the other person's point of view.* (Understand Context)
- *When I'm involved in a disagreement, I stop and think about what I should say or do.* (Apply Approach)

The items on the questionnaire are written at a seventh grade reading level, per the Flesch-Kincaid<sup>1</sup> readability score. Accommodations should be provided when appropriate and can include reading the items aloud, explaining the items, and having a scribe fill in the response option.

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<sup>1</sup> Kincaid, J.P., Fishburne, R.P., Rogers, R.L., & Chissom, B.S. (1975). Derivation of new readability formulas (automated readability index, fog count, and flesch reading ease formula) for Navy enlisted personnel. Research Branch Report 8-75. Chief of Naval Technical Training: Naval Air Station Memphis.

## How to Use the Results

Conflict Management Questionnaire results can be used by both teachers and students. To ease interpretation, results are displayed on a 100-point scale. These scores can be interpreted similar to grades (e.g., 70-79 is a C). Results by essential component support reflection on relative strengths and areas for improvement.

Students can use the questionnaire results to see how well they understand the context of a conflict and their natural response to it. They can use their individual results to develop different approaches to conflict based on their understanding of the context and the perspectives of all involved.

Teachers can enhance their instructional practices by integrating conflict resolution training with subjects that inherently deal with conflict. After combining this targeted instruction with guided practice and independent practice, teachers can continually re-administer the Conflict Management Questionnaire and alter their instruction accordingly. This allows teachers to engage in a process of data-driven decision making in order to increase their students' fundamental ability to understand how they respond naturally to conflict, the context of the conflict, and how to apply appropriate conflict management approaches. Numerous resources for teaching conflict management are available at <http://CCCFramework.org/Resources.html>.

## Technical Information

The Conflict Management Questionnaire was developed in 2015 by Research Collaboration (<http://ResearchCollaboration.org>). An extensive review of related research resulted in the identification of three components that are essential for successfully applying conflict management. Following this literature review, it was determined that conflict management requires individuals to understand their natural response to conflict, to understand the context of the conflict, and then apply conflict management approaches that are appropriate to the situation.

The questionnaire is currently being beta-tested with high school and middle school students.

# Questionnaire

## Conflict Management Questionnaire

Please **CHECK ONE** response that best describes you. Be honest, since the information will be used to help you in school and also help you become more prepared for college and careers. There are no right or wrong answers!

Student ID \_\_\_\_\_

Date \_\_\_\_\_

	Not very like me <span style="font-size: 2em;">→</span> Very like me				
	1	2	3	4	5
1. I can think of several different ways to deal with a disagreement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I have thought about how I normally respond to conflicts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I feel good about how I handle most conflicts or disagreements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The ways I try to resolve conflicts usually work for me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I respond to different disagreements differently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. In an argument, I try to understand the other person's point of view.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. When someone is upset with me, I try to find out why.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. If two friends are arguing, I try to understand both sides of the argument.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I try to figure out if someone is arguing just because they're in a bad mood.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Instead of jumping to conclusions, I try to figure out why there's a disagreement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I try to understand if a disagreement is caused by a misunderstanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. When I'm mad at a friend, I avoid talking to him or her.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I try to find win-win solutions to disagreements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. When I disagree with someone, I talk about how I feel and listen to them talk about how they feel.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. When I'm involved in a disagreement, I stop and think about what I should say or do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. During a disagreement I try to find a compromise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. If I'm angry with someone, I try to stay calm when we're talking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I try to win every argument, even if I lose friends over it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. When I disagree with someone, I try to talk it through with them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. When I disagree with someone, I defend my position but I don't put the other person down in the process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. During an argument, I often say things that I later regret.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>