**Dynamic Conflict Model**

**Event and or Hot Button**

**Initiate Conflict**

**Constructive Responses**

- **Task-Focused Conflict (Cognitive)**
  - Focus on task and problem solving
  - Positive affect
  - Tension decreases
  - Group functioning improves

**Conflict De-Escalates**

**Relationship intact**

**Destructive Responses**

- **Person-Focused Conflict (Emotional)**
  - Focus on personalities
  - Negative emotion (anger, frustration)
  - Tension increases
  - Group functioning deteriorates

**Conflict Escalates**

**Relationship deteriorates**

**Constructive Responses:**
- Perspective taking
- Active listening
- Creating solutions
- Honestly sharing feelings in a constructive way – (I messages)
- Reaching out
- Reflective thinking
- Delay responding
- Adapting

**Destructive Responses:**
- Winning at all costs
- Displaying anger
- Demeaning others
- Retaliating
- Avoiding and/or Yielding
- Hiding emotions
- Self-criticism

Adapted from the Conflict Dynamics Model (Capobianco, Davis and Kraus 2001)
Giving Constructive (and Assertive) Feedback

**Sequence** | **Explanation**
---|---
2. “When you. . .” | Start with a “When you . . .” statement that describes the behavior without judgment, exaggeration, labeling, attribution, or motives. Just state the facts as specifically as possible.
3. “Because I. . .” | Tell why you are affected this way. Describe the connection between their behavior and the feelings they provoke in you.
1-3 is the problem statement
4. Pause for discussion | Let the other person respond.
5. “I would like. . .” | Describe the change you would like the other person to consider. This is a statement of what you want. Be specific.
6. “Because. . .” | Why you think the change will alleviate the problem.
7. “What do you think?” | Listen to the other person’s response. Be prepared to discuss options and compromise on a solution.

How it works:

When you do this, I feel this way, because of such and such. (Pause). I would like you to consider doing X, because I think it will accomplish Y.

For example: “When you are late for team meetings, I feel frustrated because I think it is wasting the time of the other team members and it is difficult to get through all the agenda items. I would like you to find some way of planning your schedule that lets you get to these meetings on time. That way, we can be more productive at the meetings and we can all keep to our tight schedules”.

Adapted from: *The Team Handbook: Second Edition 1996*
Giving the Gift of Feedback

Everyone practices the art of giving feedback every day. Although we are often unaware that we are giving feedback, many of our actions deliver signals to others about how we perceive them and their actions. Our effectiveness at giving feedback is a powerful determinant in how others perceive and respond to us.

Think of giving feedback the same way you think of giving a gift:

**Give it for the right reasons.** We give gifts that we hope are of value to others. In the same way, feedback should be valuable (helpful) to the recipient. Feedback that intends to harm the recipient or is given to demonstrate our own intelligence or power is a feedback given for the wrong reason.

**Give it at the right time.** Just as Valentine’s Day gifts are better given in February than October, feedback should be given at the appropriate time. Is the recipient in an emotional state conducive to hearing the feedback? Feedback should be given as soon as possible or as soon as relevant or realistic.

“**Really, you shouldn’t have.**” You cannot force feedback on anyone, just like you cannot force someone to accept your gift. The recipient can listen to what you have to say, or chose to ignore whatever feedback you offer.

“**Well, I’ve got a little something for you, too.**” When you give a gift to someone, they may give you something in return. Feedback begets feedback. Be prepared for this. Feedback is often a two-way conversation, so practice the art of good listening while giving feedback.

**One person’s treasure is another person’s junk.** Feedback is not the same as truth. When you provide feedback you are presenting one view out of many. Remember you are describing your perspective and reaction to an event. Because it is subjective, feedback is most effective if it is specific and descriptive, not general and evaluative.

Remember, as an employee grows in their knowledge and skill, appropriate feedback helps reinforce their development and build the confidence that goes along with growing competence. Feedback is valuable and is one of the most cost-effective gifts you can provide to recognize your employee’s work and let them know that you care about them.

Adapted from New Supervisor Training, Jones and Chen, 2002
How Good is Your LQ?

1. I always try to give every person I talk with as much time to talk as I take.
2. I really enjoy hearing what other people have to say.
3. I never find it hard to wait until someone else finishes talking before I have my say.
4. I listen even when I don’t particularly like the person who’s talking.
5. The sex and age of a person make no difference in how well I listen.
6. I assume every person has something worthwhile to say and listen intently to friends, acquaintances, and strangers alike.
7. I put away what I am doing while someone is talking.
8. I always look directly at the person who is talking and give that person my full attention, no matter what is on my mind.
9. I encourage others to talk by giving them verbal feedback and asking questions.
10. I encourage other people to talk by my nonverbal messages, such as gestures, facial expressions, and posture.
11. I am sensitive to the tone of the speaker’s voice, expressions, and gestures that convey meaning.
12. I ask for clarification of words and ideas I don’t understand.
13. I never interrupt a person who is talking.
14. I withhold all judgments and opinions about what the person is saying until I have heard it all.
15. I listen past the words to the feelings and meanings the person is saying.
16. I make mental outlines of the main points of what a person is saying.
Motivation Questionnaire

Ask about your employees’ needs related to the key issues of their work and job performance – from what they like to do to where they need improvement, from recognition to needs for guidance and support. This list of questions can help you uncover those needs in all of these areas:

- What duties and assignments do you find most challenging?
- What do you most like doing in your job, and what do you least like doing in your job?
- What working relationships and work situations with other people do you like?
- In what areas of your job would you like to:
  - Have more guidance?
  - Receive training?
  - Gain autonomy?
- Which kinds of decisions would you like to have input?
- When you do good work, how do you like to be recognized for it?
- What gives you a sense of passion, challenge and/or accomplishment in your work?
- In which areas do you think you could use some improvement?
- Based on the needs of our business and of our group, in what skills or areas would you like to gain development and experience?
- In our working relationship, describe the kind of communication efforts you would most like to see happen.
- Describe a situation or two (tell the whole story) where you performed at a highly productive and effective level.

As the manager, remember:
- Schedule a time to meet with each of your direct reports. Allow time for an in-depth conversation.
- This is a conversation, not an interview. Keep it informal and relaxed
- Probe beyond the questions above. The point is for you to gain insight. Listen without judgment.

Then together with the employee, draw conclusions on the important needs of the individual and develop strategies on how to best meet those needs. Together list the strategies or action plans to meet the needs.

Adapted from: Coaching & Mentoring for Dummies, 2000