



CDP **Individual** DEVELOPMENT GUIDE



Conflict Dynamics Profile®
Individual Version

DEVELOPMENT GUIDE

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Conflict Dynamics Theory and Model

Conflict in life is inevitable. Despite our best efforts to prevent it, we inevitably find ourselves in disagreements with other people at times. This is not, however, necessarily bad. Some kinds of conflict can be productive - differing points of view can lead to creative solutions to problems. What largely separates useful conflict from destructive conflict is how the individuals respond when the conflict occurs. **Further, while conflict itself is inevitable, ineffective and harmful responses to conflict can be avoided, and effective and beneficial responses to conflict can be learned.** This proposition is at the heart of the *Conflict Dynamics Profile (CDP)*.

The Conflict Dynamics Model

The CDP is built upon a model that views conflict as a complex process that unfolds over time, with events occurring early in the process being especially important; Figure 1 depicts this model. The starting point for the model is a precipitating event - something that sets the stage for a conflict to develop. This event could be anything: a single behavior by another person which upsets or angers you, a long-standing set of issues between you and another person, a difference of opinion about strategy or tactics in the accomplishment of some business goal, and so on. The precipitating event can be **anything which places the interests of you and another person in opposition to one another – differing goals, needs, desires, beliefs, perceptions, ideas, or values.**

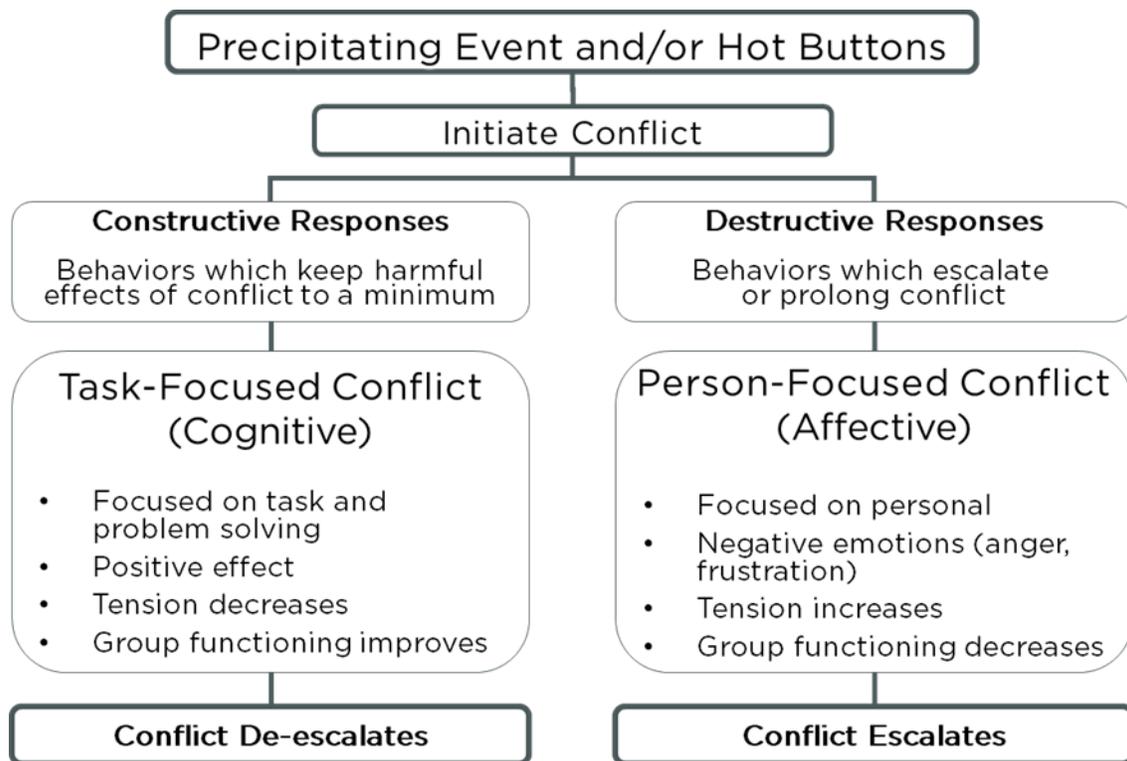
Once some precipitating event has occurred, however, it is up to you to choose how to react. Some responses to conflict, whether occurring at its earliest stages or after it develops, can be thought of as *constructive responses*. That is, these responses have the effect of not escalating the conflict further. They tend to reduce the tension and keep the conflict focused on ideas, rather than personalities. *Destructive responses*, on the other hand, tend to make things worse - they do little to reduce the conflict, and allow it to remain focused on personalities. If conflict can be thought of as a fire, then *constructive* responses help to put the fire out, while *destructive* responses make the fire worse. Obviously, it is better to respond to conflict with constructive rather than destructive responses.

It is also possible to think of responses to conflict not simply as constructive or destructive, but as differing in terms of how *active* or *passive* they are. Active responses are those in which the individual takes some overt action in response to the conflict or provocation. Such responses can be either constructive or destructive - what makes them active is that they require some overt effort on the part of the individual. Passive responses, in contrast, do not require much in the way of effort from the person. Because they are passive, they primarily involve the person deciding *not to take* some kind of action. Again, passive responses can be either constructive or destructive – that is, they can make things better or they can make things worse.

The importance of choosing constructive responses to provocation rather than destructive ones lies in the effect that these responses have on the way that conflicts then unfold. Essentially, conflicts can develop into one of two forms. *Cognitive conflict* is the type that focuses on ideas, and not personalities. It is not necessarily bad; in fact, this kind of conflict can result at times of group creativity and productivity. Because of its focus on ideas rather than people, cognitive conflict is not generally hurtful, and it is less likely to get out of control. In short, this is the best form for conflict to take.

In contrast, *emotional conflict* is the type that focuses on people rather than ideas. This kind of conflict is hurtful and produces high levels of negative emotions in the parties to the conflict. Unlike cognitive conflict, which can be associated with good group functioning, emotional conflict typically leads to poor performance. It is also the kind of conflict that can escalate quickly and disastrously. In short, this is the worst form for conflict to take. Thus, the goal of conflict management should be to try to **minimize the occurrence and escalation of emotional conflict, but to allow the useful forms of cognitive conflict to unfold.**

Figure 1



Components of the Conflict Dynamics Profile: Individual Version

The CDP-I instrument consists of 99 items that make up 24 different scales. Fifteen of these scales measure the ways that people typically respond to precipitating events in their lives. These 15 scales, in turn, fall into the four categories that result from combining the two dimensions of Active-Passive and Constructive-Destructive. Table 1 displays the scales that fall within each category.

Table 1

		Conflict Response Categories	
		Constructive	Destructive
Active		Perspective Taking Creating Solutions Expressing Emotions Reaching Out	Winning at All Costs Displaying Anger Demeaning Others Retaliating
	Passive	Reflective Thinking Delay Responding Adapting	Avoiding Yielding Hiding Emotions Self Criticizing

Active-Constructive Responses

Active-constructive responses are those in which the individual takes some overt action in response to the conflict or provocation, and as a result there is a beneficial effect on the course of conflict. The use of such responses make it more likely that the episode will take the form of a cognitive conflict and less likely that it will develop into an emotional conflict. The four active-constructive responses measured by the CDP-I are Perspective Taking, Creating Solutions, Expressing Emotions, and Reaching Out.

Passive-Constructive Responses

Passive-constructive responses are those in which the individual responds to the precipitating event in a less active way – in fact, some passive responses consist largely of the decision to refrain from some act – and, as a result, there is a beneficial effect on the course of the conflict. As with active-constructive responses, using passive-constructive behaviors makes it more likely that the episode will take the form of a cognitive conflict and less likely that it will develop into an emotional conflict. The three passive-constructive responses measured by the CDP-I are Reflective Thinking, Delay Responding, and Adapting.

Active-Destructive Responses

Active-destructive responses are those in which the individual takes some overt action in response to the conflict or provocation, but which has a negative, destructive effect on the course of conflict. The use of such responses make it more likely that the episode will take the form of an emotional conflict and less likely that it will take the form of a cognitive one. The four active-destructive scales measured by the CDP-I are Winning at All Costs, Displaying Anger, Demeaning Others, and Retaliating.

Passive-Destructive Responses

Passive-destructive responses are those in which the individual responds to the precipitating event in a less active way, or fails to act in some way. As a result, the conflict is not resolved, or is resolved in an unsatisfactory manner. The four passive-destructive scales measured by the CDP-I are Avoiding, Yielding, Hiding Emotions, and Self-Criticizing.

Hot Buttons

In addition to the scales that measure how people typically respond to precipitating events in their lives, another portion of the CDP-I measures nine “hot buttons” – the particular kinds of behaviors in other people that are especially likely to irritate or upset you. An individual’s “hot buttons” can be thought of as the kinds of people and behaviors that are especially likely to serve as precipitating events for that person. Including these scales in the CDP-I is based on the belief that when people learn something about the situations in which they are most likely to feel upset, it becomes easier to avoid conflicts in the future.

Interpretive Information

To help you interpret your scores on the CDP-I, pages 11 - 37 contain information about each scale, as well as some developmental tips. Throughout, the comments about scoring high and low on each scale apply most directly to people whose standardized scores are very high (60 and above) or very low (40 and below) for the scale in question.

Scale Descriptions and Developmental Suggestions
Constructive Responses to Conflict

Perspective Taking

Description and Interpretation

People with **high** scores on the Perspective Taking (PT) scale respond to conflict by trying to put themselves in the other person's position and understand the other person's point of view. People with **low** scores seldom try to imagine what the other person is thinking and feeling or how they would feel if in the same position. Perspective Taking is an **active-constructive** response to conflict.

The beneficial effects of perspective taking are many. By trying to understand the conflict from the other party's perspective, you may become aware of new information, or new ways to interpret information, that you would never have perceived otherwise. Thus, perspective taking has the effect of *increasing your knowledge base*. It also has the effect of making the other person feel that you are taking his or her concerns seriously and results in the other person *feeling understood*. People who score high on Perspective Taking are often seen by their co-workers as agreeable, open-minded, and effective team players.

Developmental Suggestions (If Your Score Is Low)

Practice taking other perspectives by trying to

- Identify the weaknesses in your own position or approach.
- Imagine how and why the other person came to hold his or her position.
- Imagine what the other person is trying to accomplish.
- Imagine what the other person thinks you are trying to accomplish.

Give the other person your full and undivided attention when he or she is speaking. Observe the eyes and face. The mouth, eyebrows, and forehead are especially revealing of emotional states.

Instead of offering your opinion, ask questions that invite the other person to explain the reasons behind his or her position.

If you don't understand, admit it and ask for further explanation.

Acknowledge the other's position without agreeing with it by saying "That's an interesting point of view" or "Many people have that same position."

Never interrupt.

Creating Solutions

Description and Interpretation

People with **high** scores on the Creating Solutions (CS) scale respond to conflict by trying to work with the other person to create solutions that are acceptable to everyone. People with **low** scores seldom try brainstorming with the other person, or asking questions to help arrive at a good solution. Creating Solutions is an **active-constructive** response to conflict.

One positive outcome of actively trying to create solutions is obvious – more solutions are created when you try to achieve them than when you don't! However, as obvious as this sounds, people do not always respond to conflict by trying to come up with solutions that benefit everyone; we often are more focused on getting our own way and “defeating” the other party. A related outcome of actively looking for creative solutions is that the other person becomes less of an adversary and more of an ally. When the goal is to find a solution that everyone can live with, you tend to work more “side by side” with the other person, and this increases the pleasantness of the entire interaction.

Developmental Suggestions (If Your Score Is Low)

Strive to understand the root of the conflict. What are the underlying, usually unmentioned motivations, goals, or agendas at the center of the storm? (A need for power, control, self-esteem, or revenge is often the *real* issue.) What are some alternative ways to meet needs?

Try thinking about the conflicts in your life in a different way.

- Consider the conflict as an opportunity to work as a team with the other party.
- View the other party's needs and goals in the situation in the same way that you think of your own – as goals to be reached rather than as obstacles to be overcome.
- Treat the conflict as a puzzle that the two sides are working together to solve.

Frequently identify points of mutual agreement and try to build on them.

Brainstorm to generate new ideas, devise creative responses to the conflict, and engage others in the search for solutions. Begin by listing every idea no matter how unrealistic. Next, evaluate the pros and cons of each alternative. From the best two or three, select a solution or combination of solutions that best meet the parties' needs.

Be willing to compromise. Remember: you're looking for a solution, not a victory.

Expressing Emotions

Description and Interpretation

People with **high** scores on the Expressing Emotions (EE) scale respond to conflict by talking honestly with the other person about their thoughts and feelings. People with **low** scores seldom communicate their feelings about the conflict, or do so indirectly. Expressing Emotions is an **active-constructive** response to conflict.

There are at least two advantages of expressing emotions in this way. First, it makes possible more effective communication between the two parties involved in the conflict, and good communication is typically necessary for reaching a resolution that is acceptable to both sides. Thus, it is important to realize that a high score on Expressing Emotions does not mean simply displaying one's anger during a conflict; the focus of this scale is on honest and accurate *communication* from one person to another. A second advantage of expressing emotions is people generally feel better about the conflict resolution process when they have a chance to make themselves understood by the other party; honest communication of thoughts and feelings contributes to this.

Developmental Suggestions (If Your Score Is Low)

Be sure you *know* the thoughts and feelings that you want to communicate to the other party. This sounds simple, but conflicts often produce an avalanche of emotions, and you should think clearly about what you want to express.

Determine *why* you feel that way. What specific features of the conflict are making you feel angry, or frustrated, or ignored? Is it the behavior of the other person?

Choose your words carefully, and keep them courteous and professional. Be calm, not out of control.

Be specific: "I feel bad" is not very informative. Instead say: "I am frustrated (or angry or disappointed, etc.) because . . ." The more explanation you can provide, the more informative it will be for the other party.

Clarify any statements that are hurtful or seem meant as an insult. "I don't think you meant this, but it sounds as if what you said was . . ."

Solicit information concerning how well the other person understands what you are trying to express.

Reaching Out

Description and Interpretation

People with **high** scores on the Reaching Out (RO) scale respond to conflict by making the first move to break a stalemate or trying in some way to make amends to the other party. People with **low** scores seldom take that difficult first step that signals to the other party that they are willing to move beyond the deadlock and start fresh. Reaching Out is an **active-constructive** response to conflict.

The advantages of reaching out to the other person in this way can be very powerful. One of the most difficult problems to overcome in a conflict is the tendency for both sides to “dig in their heels” and refuse to budge. Taking the first step to break the impasse can be difficult; it requires that at least one party be willing to take a risk. However, it also provides a strong signal to the other party that you are willing to move beyond the deadlock and start fresh. A big part of reaching out often includes calming the other person down and soothing hurt feelings. Often, this kind of concern for the other party’s emotional welfare provides just the trigger that is needed for a constructive resolution.

Developmental Suggestions (If Your Score Is Low)

Because conflicts can produce a variety of powerful feelings, a good first step is to identify the other person’s emotional states. Is the other person feeling anger? Anxiety? Guilt? Frustration?

Directly acknowledge the other’s emotions and his/her emotional needs, and never say that the other person is wrong to feel the way that s/he is feeling.

Encourage the other party to express his or her feelings, and be accepting and respectful toward those feelings.

Be sure you understand the other’s position and feelings. Let the other person know when you understand and ask questions when you don’t.

Empathize with the other person. Recognize that the other party is as eager as you are to come to a satisfactory resolution and will welcome your reaching out.

If you are the cause of another’s emotional distress, admit your responsibility and sincerely apologize. This may be the single most powerful technique for moving beyond the current problem.

If appropriate, ask what you can do to make amends.

Reflective Thinking

Description and Interpretation

People with **high** scores on the Reflective Thinking (RT) scale respond to conflict by analyzing the situation and weighing the pros and cons before proceeding. People with **low** scores seldom take the time to think about the best response. Reflective Thinking is a **passive-constructive** response to conflict.

The benefits of reflective thinking are significant but perhaps a little less obvious than some of the other scales. One major factor that contributes to the escalation of conflicts is the hasty and unplanned response – not realizing the consequences of our words and actions can lead us to act in ways that make the other party even more upset, angry, and unyielding than before. Reflective thinking can be a powerful tool for avoiding such ill-advised responses; the better you understand the likely outcomes of your actions, the better you will be at choosing the most effective one.

Developmental Suggestions (If Your Score Is Low)

A very big part of analyzing any conflict situation appropriately will be anticipating the other person's responses to your words, behaviors, and proposals. In addition, you should frequently put yourself mentally in the other person's place. Imagine how your behavior will look to him/ her, how your words will be interpreted, how your proposals will be viewed by his/her more skeptical eyes.

Try to identify each party's ultimate goals in the matter under consideration. Are there any goals that are common to both of you? If so, then you may be able to build on those points of agreement to create a solution acceptable to both sides.

If possible, break down the conflict into smaller and more manageable pieces. Once some of the parts of the conflict are removed and dealt with, the remaining pieces may not be as difficult. And even if they are, the overall size of the problem is now smaller, and may be more solvable.

Think outside the box. Make a list of possible proposals, and don't worry about how realistic they are – don't evaluate, just write them down. Then go back and try to evaluate more carefully how feasible each one may be.

Ask probing questions to make sure your understanding of the situation is correct.

Delay Responding

Description and Interpretation

People with **high** scores on the Delay Responding (DR) scale respond to conflict by taking a “time out” when emotions are running high and letting matters settle down. People with **low** scores seldom wait things out to see if the situation will improve. Delay Responding is a **passive-constructive** response to conflict.

The primary advantage that results from being willing to delay responding is that we become less likely to respond in rash and emotional ways. Delaying a response in effect “buys time” in which you can let immediate emotional responses dissipate and re-focus your attention on conflict resolution. A secondary advantage of delaying responses is that it gives you more time to engage in Reflective Thinking.

Developmental Suggestions (If Your Score Is Low)

Practice *recognizing* when taking a time-out would be helpful. Think about past conflicts in which your emotions got the better of you. What caused the flare-up of emotions? What were the first signs to you that you were getting too emotional? If you can recognize the early warning signs of becoming overly emotional, you are better able to make use of the Delay Responding technique.

Once you know when to take a time-out, work on developing some effective techniques for calming yourself down.

- Try a deep breathing technique in which you inhale *slowly* and deeply while thinking “Calm,” and then exhale *slowly* while thinking “Peace.”
- Use mental techniques such as slowly counting to 10 or 20 (or higher if necessary), or take a “mental trip” by envisioning a peaceful setting such as the beach or mountain stream.
- Do something physical, like walking around the building or jogging in a secluded hallway.
- Listen to music, or read from a favorite book.
- If appropriate, take yourself out of the environment entirely. Go someplace where you can calm down and collect your thoughts.

Keep in mind that a time out

- Does not mean avoiding or ignoring the conflict.
- Lets you choose the right response by delaying your first response.
- Can be as useful for others as it is for you.

Adapting

Description and Interpretation

People with **high** scores on the Adapting (AD) scale respond to conflict by staying flexible and optimistic and trying to make the best of the situation. People with **low** scores have difficulty accepting those things that can't be changed while still hoping for a successful resolution. Adapting is a **passive-constructive** response to conflict.

Being adaptable doesn't mean giving in or giving up. Rather, it means acknowledging that conflict in life is inevitable, but still remaining optimistic that it is ultimately resolvable. The adaptable person remains alert for signs that the other person may be ready again to try resolving the conflict, but also is able to "turn loose" of issues that don't seem likely to be resolved. The end result is someone who can deal with difficult conflicts but still retain a positive attitude and optimistic outlook.

Developmental Suggestions (If Your Score Is Low)

Think thoughts that lead you towards adapting and accepting.

- I will be positive and expect things to turn out well.
- I am willing to compromise.
- If I've done all I can, then that's all I can do.

Maintain or increase your professionalism and productivity. Don't let your job performance slide. Do your best work ever by putting in extra time and effort or volunteer for new projects. Maintain relationships with your co-workers and develop new ones.

Express your willingness to continue working towards conflict resolution. Remain alert for opportunities to make another effort at resolving the conflict.

Retain (or cultivate) a sense of humor about conflict. Look for absurdities in the situation, and don't be afraid to laugh at yourself. (Avoid, however, sarcasm and hostile humor.)

If appropriate, increase the "emotional distance" between yourself and the conflict. Find interesting and relaxing activities in which to engage.

Look for different alternatives and remain open and flexible.

Scale Descriptions and Developmental Suggestions

Destructive Responses to Conflict

Winning at All Costs

Description and Interpretation

People with **high** scores on the Winning at All Costs (WI) scale respond to conflict by trying as hard as they can to prevail and arguing vigorously for their own position. People with **low** scores are seldom so adamant in sticking to their position that they alienate others by appearing unreasonable or selfish. Winning at All Costs is an **active-destructive** response to conflict.

In attempting to win at all costs, you are likely to argue for your own position to such an extent that you miss opportunities for constructive solutions that would satisfy both parties. In essence, the “I” is emphasized so much that the “we” is overlooked. Although there are certainly times when you should defend your own position vigorously, people who do this consistently run the risk of losing the opportunity for “win-win” solutions, and also tend to alienate the other party by appearing unreasonable and selfish.

Developmental Suggestions (If Your Score Is High)

Early in the conflict, identify your fundamental goals - what you really want or need. Don't fight over things that are not really essential for you. Organize the issues into categories based upon your willingness to compromise.

- Disposable issues: wants or desires that you can use as conciliatory gestures.
- Non-essential issues: these would be nice to have, but are not critical.
- Essential issues: these are the points that are most important to you

During the conflict, don't “lock in” your position. Express your flexibility and open-mindedness by avoiding hard bargaining and phrases like “take it or leave it.” Instead, preface your opinions with “I think” or “One possible approach is . . .”

Look for an acceptable compromise. Ask the other party: What is the minimum you will accept? What would you prefer? What is the best outcome for both parties? Strive to find a “win-win” solution the problem.

Balance your position with an acknowledgement of common ground and establish where disagreements can co-exist.

Make your points in a gentle way by asking questions. Never resort to threats.

Keep reminding yourself: (1) what I want and what I need are two different things, and (2) it's not “me against you” but “us against the problem.”

Displaying Anger

Description and Interpretation

People with **high** scores on the Displaying Anger (DA) scale respond to conflict by raising their voices or using harsh, angry words. People with **low** scores seldom so openly or aggressively express their anger. Displaying Anger is an **active-destructive** response to conflict.

Exhibiting anger can have several different negative outcomes. First, such displays often contribute to the escalation of conflicts; even a fairly minor disagreement can become quite serious when one of the parties loses his or her temper. Second, displays of anger can inhibit and destroy trust, teamwork, and open communication. Third, anger can be detrimental to those who get angry. Tantrums and hostile outbursts can hinder promotions and raises because they indicate that one lacks the impulse control and people skills necessary to manage, motivate, and lead.

Developmental Suggestions (If Your Score Is High)

Begin by working to understand your anger. Which situations or people provoke me? In what situations have I felt angry but controlled it, and why? What have been the personal and professional consequences of my displays of anger?

Before a conflict ever arises, practice some specific thoughts and statements that you can use to express your anger in a more acceptable manner.

- Although I am angry, I want to discuss this calmly.
- I control my anger; it doesn't control me.
- I'm angry right now and want a time-out before proceeding.

If you feel yourself about to erupt, STOP! Remind yourself that "Angry" is not the image you want to present. Your goal is control.

Re-focus your emotional energy on the problem and not the person.

Use the techniques described under Delay Responding to give yourself time to control your feelings: deep breathing, counting, and mental imagery.

Do not raise your voice, slam the table, shake your fist or engage in other actions that could be interpreted as aggressive or threatening.

Demeaning Others

Description and Interpretation

People with **high** scores on the Demeaning Others (DO) scale respond to conflict by laughing at the other person or ridiculing the other's ideas. People with **low** scores seldom engage in demeaning behaviors such as sarcasm or rolling their eyes when others speak. Demeaning Others is an **active-destructive** response to conflict.

Demeaning Others may be the most destructive of all the responses to conflict. Although we can sometimes overlook it when the other party becomes angry, or tries to win at all costs, it is hard to ignore it when the other person acts in ways that indicates contempt and disrespect for us personally. Such demeaning responses very frequently lead to escalation of the conflict, and almost always lead to feelings of resentment and anger toward the person who acts in this way.

Developmental Suggestions (If Your Score Is High)

Many comments and actions that are seen as demeaning are not intended that way. Thus, before conflicts ever arise, it is useful to ask yourself these questions

- When I deliver critical comments, am I aware of my facial expressions and body language?
- Are my standards concerning quality of work reasonable and attainable given the nature of my co-workers?
- Am I critical in front of other people? Do I provide enough praise for good work?
- Are my attempts at humor being seen as sarcastic?

When delivering criticism to another person, the way in which it is done is crucial, in particular, constructive criticism

- Usually begins with "I" rather than with "You." Thus, saying "I am disappointed by the number of typos in this report" is better than asking "Can't you spell?"
- Focuses on the person's work performance rather than his or her personality. "This report is missing an important section" is better than "You're so lazy."
- Is specific regarding expectations and standards, for instance, "I am unable to accept this work because it arrived after the deadline."
- Balances criticism with praise, for example, "You have shown a lot of initiative. Now what's needed is more detail and focus."

Attack the problem, not the person. Shouting, name-calling, blame, profanity, and so on will escalate conflict and tension. Express appreciation for differing opinions and approaches. Refrain from sarcasm or cynical remarks.

Retaliating

Description and Interpretation

People with **high** scores on the Retaliating (RE) scale respond to conflict by trying to get even or get revenge on the other party later. People with **low** scores seldom try to retaliate or even passively obstruct the other person. Retaliating is an **active-destructive** response to conflict.

As with the Winning at All Costs, Displaying Anger, and Demeaning Others scales, high scores on Retaliating contribute to prolonging and escalating conflicts, rather than resolving them effectively. Obstructing the other person, and seeking revenge at a later time are serious signals that you are not a team player, and that you do not accept the legitimacy of the outcome of the initial conflict. In addition to its effect on conflict escalation, this behavior may also have negative repercussions for how the retaliator is seen within the organization.

Developmental Suggestions (If Your Score Is High)

Consider the costs of retaliation for you, others, and the organization. What have been the personal and professional consequences of retaliatory behavior?

One factor that may contribute to using retaliatory behaviors is a belief that your opinions and feelings were not adequately expressed or considered. Rather than openly discussing one's hurt, envy, or most commonly anger, the individual tries to get even by giving the other person a "taste of his own medicine." Use techniques described under Creating Solutions, Expressing Emotions, Displaying Anger, and Demeaning Others to make your case more effectively.

Respond positively when faced with a conflict.

- Be the bigger person. Make the first move to stop the conflict cycle.
- Turn the other cheek. Respect, and if necessary, forgive the other person.
- Calmly and without casting blame, explain why you feel angry, frustrated, or hurt.

Depersonalize the conflict. View it as a conflict of ideas or approaches, rather than of people.

Strive to work "side by side" with the other party as much as possible so that it becomes "the two of you against the problem" instead of a battle between you and the other person.

Avoiding

Description and Interpretation

People with **high** scores on the Avoiding (AV) scale respond to conflict by trying to keep their distance from the other person or acting distant and aloof. People with **low** scores seldom strive to deliberately ignore the other person. Avoiding is a **passive-destructive** response to conflict.

One of the most common ways to deal with conflict is by not dealing with it at all. In addition to hindering a successful resolution, Avoiding can also reflect badly upon the individual who responds in this way. A person who frequently avoids and ignores conflicts can earn a reputation as someone who is not much of a team player or leader.

Developmental Suggestions (If Your Score Is High)

First, spend some time reflecting on the causes and consequences of avoiding conflict situations

- Why do I avoid conflict and/or act distant to the other party?
- What have been the personal and professional consequences of such avoidance?
- What advantages would there be for me or the organization of dealing with conflicts more directly?

Develop and practice some thoughts that will get you moving forward and keep you actively engaged during conflict

- Remember that taking the initiative to solve the problem will reflect well on you.
- Reframe “I won’t” and “It can’t be done,” to “I believe we can,” or “Let’s explore that suggestion.”
- Vow to share information in a timely fashion and in sufficient detail so as to allow tasks to be accomplished.

Begin by making contact with the other person in a manner that will be the most comfortable to him or her (voice- or e-mail message, a note, or water-cooler chatting with others around). Engage the other person in a conversation not related to the conflict. Once you feel comfortable with your interaction, then deal with the conflict constructively

- Communicate frankly and openly with the other person.
- Show your sincere desire to resolve the conflict.
- Address the problem. Be direct but not aggressive.
- Tackle the more easily-resolved issues first, and then work up to more complicated ones.

Yielding

Description and Interpretation

People with **high** scores on the Yielding (YL) scale respond to conflict by giving in to the other person in order to avoid further conflict. People with **low** scores seldom do what the other wants just to make life easier or end an argument. Yielding is a **passive-destructive** response to conflict.

Yielding resembles Avoiding in that both responses fail to engage others directly in an effort to resolve conflict. Instead of avoiding the conflict entirely, however, the yielding person simply gives in to the other party in order to make the conflict go away. Although the immediate conflict will indeed be dealt with, the underlying causes often will not be addressed, and are likely to re-occur. In addition, a person who repeatedly yields will lose effectiveness on those occasions when it is necessary to work hard to defend one's position.

Developmental Suggestions (If Your Score Is High)

Spend some time reflecting on the causes and consequences of yielding in conflict situations

- Why do I yield to the other party?
- What have been the personal and professional consequences of giving in so easily?
- What advantages would there be for me or the organization of dealing with conflicts more directly?

View obstacles as challenges

- Envision what you want; remember why taking action is necessary.
- Tell yourself that a forceful style is sometimes necessary.
- Focus on the things you have control over and can change. Push yourself to create solutions.
- Anticipate what others will question or resist, and prepare your response.

If you meet with resistance, don't concede immediately. Remind yourself that you will need to be persistent

- Replace "I can't do this," with "This may be difficult, but I will try to do it."
- If I can't agree to a proposal, I will say no clearly and explain my position.
- When I don't understand, I will get clarification.
- During negotiations, I will not be swayed by extreme offers.
- Should others want me to give in or should the situation become difficult, I will stand my ground and show my integrity.

Hiding Emotions

Description and Interpretation

People with **high** scores on the Hiding Emotions (HE) scale respond to conflict by concealing their true emotions about the situation. People with **low** scores seldom hold their emotions inside even though they are feeling upset. Hiding Emotions is a **passive-destructive** response to conflict.

Hiding Emotions describes an individual's tendency to conceal his or her internal emotional responses from the other party. Certainly there are times when it is helpful to not express every emotional response that you have. What makes this kind of response destructive is that frequently hiding your emotions deprives the other party of useful information about how you really feel – and thus it decreases the likelihood that a truly mutually satisfactory agreement will be reached.

Developmental Suggestions (If Your Score Is High)

Think about past conflict situations. Have there been times when hiding your emotions interfered with resolving conflicts? Are certain emotions more difficult for you to express? Why? What have been the personal and professional consequences of hiding your emotions?

Practice explaining your emotional state in a way that is informative and professional yet casts no blame

- I feel uncomfortable with that solution.
- I am angry right now and I need a time-out.
- I am frustrated (or angry or disappointed, etc.) because . . .

Explain how you feel and why

- Choose your words carefully. Be calm, not out-of-control. Request a time out if you need time to think.
- Don't blame the other person for how you feel. Use "I" instead of "You." For example, "I am hurt by this situation," rather than "You hurt my feelings."
- Solicit information concerning how well the other person understands your feelings.
- Remind yourself that how you feel is important to the conflict resolution process.

Cope with the strain of unexpressed emotions through relaxation techniques such as meditation or yoga, vigorous physical exercise, involvement in outside hobbies or interests, or by confiding in a supportive co-worker or friend.

Self-Criticizing

Description and Interpretation

People with **high** scores on the Self-Criticizing (SC) scale respond to conflict by reflecting over and over on the situation and about things they wish they'd said or done. People with **low** scores seldom replay the conflict or criticize themselves for not handling it better. Self-Criticizing is a **passive-destructive** response to conflict.

Self-Criticizing measures something internal rather than an overt behavior – in this case, the tendency for the individual to engage in excessive self-criticism. Honest self-appraisal is good, but overly negative evaluations of the self can produce negative emotions and feelings of helplessness that can impair your judgment as well as affect behavior. A person who is too critical of him/herself may also be too critical of others; the self-critical person may also perpetuate conflict by continually bringing up the conflict in an attempt to solve it “perfectly.” Finally, enough self-induced stress can even contribute to an individual’s health problems.

Developmental Suggestions (If Your Score Is High)

One factor that can contribute to overly critical self-appraisals is having unrealistically high standards. Such standards can prevent people from ever fully attaining their goals, with the result that they are overly harsh in judging themselves. Take time to

- Honestly examine your goals and standards. Are they realistic?
- Ask some trusted friends or co-workers for their viewpoints, and compare your self-appraisal with those of others.
- Examine the discrepancies between your self-evaluation and their evaluation of you. If your evaluation is clearly more negative, commit to bringing your appraisal more in line with that of others.

Put yourself and your problems in their proper perspective. Develop and practice statements to help you maintain that perspective

- No one is perfect. Perfection isn’t expected or required.
- If it can be changed, I will change it. If it can’t be changed, I will forget about it.
- Setbacks will occur. I will be prepared for them.

During conflicts, recognize potentially self-defeating, negative thoughts, words, and deeds. Replace them with positive words and constructive responses

- Change “I’m not good enough,” to “I am a productive and valuable member of this organization.”
- Change “I can’t do anything right,” to “I can meet realistic expectations.”

Let valid criticism – yours and others’ – motivate changes in yourself and how you view others. Accept that which cannot be changed.

Scale Descriptions and Developmental Suggestions

Hot Buttons

Abrasive

Description and Interpretation (What High Scores Mean)

People with **high** scores on the Abrasive Hot Button report that they become especially upset when they have to deal with people who are arrogant, sarcastic, and generally abrasive.

Abrasive people have an unpleasant interpersonal style, and their lack of social skills often results in rude or curt interactions. Abrasive individuals are undiplomatic, insensitive to others, and have an arrogant attitude that can make contact with them quite demoralizing. Through sarcasm and insults disguised as “humor” or “constructive criticism,” they ridicule, blame, and put other people on the defensive. An abrasive person may even be able to goad others into doing something they will regret.

Abrasive people may also tend to be pessimistic and discouraging. While their negativity can be contagious, it also has a benefit: abrasive people can often quickly and accurately identify problems and obstacles. While they may, unfortunately, focus on problems to the exclusion of solutions, they have a skill not to be overlooked in today’s workplace.

Cooling Strategies (If Your Score Is High)

Begin with some self-analysis

- Why is the abrasive Button Hot for me rather than Cool?
- The next time my abrasive Hot Button is pushed, how do I want to feel? How do I want to respond?
- Why might the abrasive person be acting this way (self-doubt, insecurity, a need to be liked or admired, anger, frustration)?
- In what alternative ways do I want the abrasive button pusher to behave?

Look beyond the abrasive style and examine the substance

- Analyze their messages. Are their criticisms valid or important?
- Ask trusted others about the validity of the abrasive person’s criticisms.
- View valid criticisms as constructive feedback and make the necessary changes.

The negativity or pessimism associated with abrasive people can be contagious. To avoid it

- Remember with whom you’re dealing. They’re the ones with the problem, not you.
- Counter their negative comments with optimism or humor.
- Invite discussion and creative problem-solving.

Aloof

Description and Interpretation (What High Scores Mean)

People with **high** scores on the Aloof Hot Button report that they become especially upset when they have to deal with people who isolate themselves, do not seek input from others, or are hard to approach.

Those who are aloof isolate themselves, do not seek outside input, and are not open with others. They are detached and distant. Communication with an aloof person tends to be formal and sparse. When an aloof manager delegates tasks, for instance, s/he may do so without providing enough guidance as to what to do, how and when to do it, and within what limits.

Aloof individuals' "hands-off" style may also result in a lack of feedback regarding performance, and this can leave people with a great deal of uncertainty about where they stand and whether their work is acceptable. This style can also, however, be beneficial, in that it encourages independence and self-sufficiency. Take advantage of your freedom from oversight and guidance; become self-reliant.

Cooling Strategies (If Your Score Is High)

Emphasize that you

- Value their knowledge and experiences.
- Sincerely want their opinions, insights, and guidance.

In a non-accusatory yet direct way, tell aloof individuals you want more contact with them

- Explain that their help will allow you to do a better job.
- Be specific about what you want (weekly planning sessions, delineation of your authority, increased supervision, etc.).
- Be specific about how this will help you, them, and the organization.

Encourage participation in discussions by asking open-ended questions such as

- "What's your opinion?"
- "How do you view the task ahead of us?"
- "What problems do you foresee?"

Make an effort to get to know the aloof person

- Greet them with a smile and a friendly "How are you today?" Really listen to the answer.
- Make small talk at a time and place that will be comfortable for them.

Hostile

Description and Interpretation (What High Scores Mean)

People with **high** scores on the Hostile Hot Button report that they become especially upset when they have to deal with people who lose their tempers, become angry, or yell at others.

Hostile individuals are one of the most difficult types of people to contend with. Such people lose their tempers, throw tantrums, scream, swear, and otherwise act in angry and aggressive ways. Targets, as well as others within range, can quickly feel overwhelmed, afraid, and powerless.

Dealing with a hostile colleague can be an intimidating experience and you may feel as though you are constantly on guard so that you don't set the person off. Nonetheless, reacting in a non-angry manner to the hostile person is extremely important. Even though you may feel justified, losing your temper and engaging in a shouting match will do nothing but create more hostility, negativity, and conflict. Choose instead to create a calm, positive atmosphere.

Cooling Strategies (If Your Score Is High)

When a hostile outburst occurs, ride it out

- Act unafraid and in control.
- Sit or stand up straight. Look him/her in the eye.
- Control any anger you may be feeling by using strategies described in the section on Displaying Anger. Don't be defensive or accusatory.
- Don't respond until things are calmer.

When the hostile outburst has somewhat subsided, strive to cover the same ground in a calm, rational manner

- Say: "Let's discuss this and your specific concerns calmly."
- Repeat what you believe the hostile person is saying. Refer to the sections on Expressing Emotions and Reaching Out.
- To show you're sincerely interested in the content of the message, take notes.

To avoid triggering outbursts

- Present alternative viewpoints directly yet tactfully, such as "And here's a few other ideas," or "I disagree; in my opinion . . ."
- If interrupted, firmly state: "You interrupted me," then continue.
- Don't be contradictory or judgmental.
- Seek guidance or assistance from the organization's Human Resources department.

Micro-Managing

Description and Interpretation (What High Scores Mean)

People with *high* scores on the Micro-Managing Hot Button report that they become especially upset when they have to deal with people who constantly monitor and check up on the work of others.

People who micro-manage continually check up on others and too closely monitor others' work. They may, for example, try to orchestrate every move, verify all calculations, or examine each piece of paperwork. Micro-managers may be excessively anxious about deadlines, budgets, progress, and perfection. The result is that colleagues and subordinates feel as though their work and decisions cannot be trusted and that their contributions are insignificant.

Working with a micro-managing person can be difficult and frustrating, particularly if your style is one of independence. But if you are trustworthy, competent and efficient, you should be able to convince the micro-manager of your abilities and gain his/her trust.

Cooling Strategies (If Your Score Is High)

Openly discuss the micro-manager's view of your work (particularly if s/he micro-manages you and not others)

- Explain that you sincerely want to be viewed as trustworthy.
- Ask: "What concerns do you have about my work? What else?"
- Listen attentively, not defensively. Take notes.
- Establish specifically what you need to do and when in order for the micro-manager to trust you. Then do it.

Request frequent monitoring and close inspection to show that

- You sincerely want to be trusted to do a good job.
- Your goal is to be seen as trustworthy and competent.
- You have nothing to hide and the micro-manager has nothing to fear.

Take small steps towards gaining the micro-manager's trust

- Meet or beat all deadlines.
- Have a trusted friend or co-worker check your work for errors or typos.
- Suggest trying a period of reduced oversight during which you will work on your own before providing your work for feedback.
- Plan incremental improvements, e.g., increasingly larger portions of a big project as a test.
- Remind the micro-manager that your goal is to make both of you, as well as the organization, look good.

Overly-Analytical

Description and Interpretation (What High Scores Mean)

People with **high** scores on the Overly-Analytical Hot Button report that they become especially upset when they have to deal with people who are perfectionists, overanalyze things, and focus too much on minor issues.

Overly-analytical people “can’t see the forest for the trees.” By focusing too much on minor issues, they often miss the “big picture.” They are excessively concerned with details and may perform an in-depth analysis before undertaking even the most routine task. When making decisions, overly-analytical individuals painstakingly gather facts, analyze every potential outcome, and methodically deliberate pros and cons. Often, this process takes too much time, and others are kept waiting, resulting in unreasonable delays.

Overly-analytical people value order, thoroughness, and accuracy; indeed, these are likely to be precisely the qualities that have gotten them where they are today. Consequently, an overly-analytical colleague is exactly the right person to teach you organizational and analytical skills, project management, and thoughtful decision-making. While you will, of course, want to avoid the “hyper-conscientious” trap, these are skills that are valuable in any organization and well worth learning.

Cooling Strategies (If Your Score Is High)

Recognize that

- You prefer the big picture to the details.
- Your big picture style complements another person’s overly-analytical style.
- Both styles have their advantages and disadvantages.

Reassure the overly-analytical person who seems particularly concerned about mistakes

- Identify potential problems or obstacles and some means of preventing them.
- Present a backup plan in case things don’t go as desired.
- Remind him/her that your goal is to make both of you, as well as the organization, look good.

Ease the overly-analytical person’s decision-making process

- Provide choices. Ask, for example, “Should we do X or Y?” rather than “What should we do?”
- Prepare in advance your own list of options and their pros and cons. Be ready to present them when the time is right.
- Offer to assist with research, interviewing, or handling details of the decision-making process.
- Set firm deadlines.

Self-Centered

Description and Interpretation (What High Scores Mean)

People with **high** scores on the Self-Centered Hot Button report that they become especially upset when they have to deal with people who are self-centered, or believe they are always correct.

People who are self-centered believe they are always correct, act like “know-it-alls,” and generally put themselves first. Given their focus on themselves, self-centered individuals may be quite insensitive to others. They may not recognize that others need or desire to participate. They may be unaware that their belief that they are always correct implies that others are always wrong, and that such an attitude can be hurtful or insulting.

While frustrating to work with, there is one potential benefit to being around the self-centered. Because they do often know a lot and share their knowledge so readily, you can learn much from them. Take what you can get.

Cooling Strategies (If Your Score Is High)

Begin with some self-analysis

- Why is the self-centered Button Hot for me rather than Cool?
- Why might the self-centered person be acting this way (anxiety, insecurity, self-doubt)?
- In what alternative ways do I want the self-centered button pusher to behave?

Make self-centered individuals more amenable to others' input

- Acknowledge their experience and insight.
- Express appreciation for their willingness to share information and teach others.
- Seek their advice occasionally.

Don't be a victim

- Do your homework. Be prepared and knowledgeable.
- Request they share recognition. Highlight the benefits for everyone by doing so.
- When necessary, showcase your productivity and contributions.

When self-centered colleagues are wrong

- Do not directly refute what they say, as that might be seen as a challenge.
- Use questions to lead them to discover problems or flaws in their plan.

Unappreciative

Description and Interpretation (What High Scores Mean)

People with **high** scores on the Unappreciative Hot Button report that they become especially upset when they have to deal with people who fail to give credit to others and seldom praise good performance.

One of the most distressing situations in the workplace is dealing with people who are unappreciative of others. Such people fail to praise, reward effort, or offer encouragement.

In their view, workers are doing what they should be doing and therefore don't require gratitude. Some unappreciative people may even go in the other direction and become overly critical. While their intention may be to motivate better job performance, what they might not understand is that people need praise, attention, and recognition to do their jobs well.

It is difficult to gain an understanding of the quality of your work and your place in the organization when you receive little recognition, few rewards, and no praise. One attribute you might be gaining, though, is self-sufficiency and independence. No one knows better than you what your work and efforts have been. Rely on yourself for your rewards.

Cooling Strategies (If Your Score Is High)

Explain that an expression of appreciation

- Is important to you.
- Aids you in measuring your progress.
- Motivates you to improve.

Look beyond the unappreciative person

- Start a "Mutual Admiration Society." Develop a network of co-workers who reward and appreciate each other.
- Suggest organizational-level rewards, such as an "Employee of the Month" parking space.

Remember the words of Mark Twain: "If you can't get a compliment any other way, pay yourself one." Appreciate and reward yourself when you

- Achieve goals.
- Take risks.
- Learn something new.
- Meet challenges.
- Exceed expectations.

Unreliable

Description and Interpretation (What High Scores Mean)

People with **high** scores on the Unreliable Hot Button report that they become especially upset when they have to deal with people who are unreliable, miss deadlines, and cannot be counted on.

One of the most frustrating types of people to work with is those who are unreliable. They make commitments but don't follow through, and cannot be counted on to get work done. They procrastinate, miss deadlines, lack organization, and don't take crises seriously. Unreliable people may also impulsively make decisions without first checking with others, then find that they lack the necessary support from co-workers or superiors. Because their unreliability affects everyone with whom they work, they can be quite detrimental to an organization's functioning.

The easiest type of unreliable co-worker to help is one who is unorganized, has poor time management skills, or doesn't know how to set goals, priorities, or timetables. Any time you take to teach organizational or time-management skills will pay off. Not only will making this person more reliable help you to be more productive and less anxious, but displaying your skills and your willingness to help others will also reflect well on you.

Cooling Strategies (If Your Score Is High)

Offer to help with time and project management

- Set early and frequent deadlines.
- Discuss organization of projects, files, desktop, calendar and so on.
- Stress the importance of returning phone calls, responding to memos, making daily to-do lists, and so on.
- Recommend a particular book or course on project or time management.

Write a 'contract' with the unreliable person

- Honestly address shortcomings or challenges from the past, taking care not to blame the person.
- Explain the need for such an agreement, for instance: "We have had challenges meeting deadlines in the past. What can we do to increase the likelihood of meeting these?"
- Establish priorities and goals. Keep goals small and limited at first.

Protect yourself

- Avail yourself of what they are able to provide, perhaps information, advice, or feedback.
- Delegate their work to others, or encourage them to delegate their tasks.
- Keep the unreliable out of the loop.

Untrustworthy

Description and Interpretation (What High Scores Mean)

People with high scores on the Untrustworthy Hot Button report that they become especially upset when they have to deal with people who exploit others, take undeserved credit, or cannot be trusted.

Untrustworthy people are exploitative, manipulative, and dishonest. They use other people for their own purposes and may be quite willing to deceive and cheat. They may try to undercut colleagues, or deliberately sabotage others' work by, for instance, keeping important information to themselves. They may attempt to take credit for others' successes.

Either deliberately or indirectly, untrustworthy individuals undermine others' efforts, success, authority, and feelings of self-worth. Clearly, untrustworthy people lack not only honesty and ethics, but also compassion and empathy.

Cooling Strategies (If Your Score Is High)

Begin with some self-analysis

- Why is the untrustworthy Button Hot for me rather than Cool?
- The next time my untrustworthy Hot Button is pushed; how do I want to feel? How do I want to respond?
- Why might the untrustworthy person be acting this way (angry, envious, lacks self-confidence, anxious, lacks integrity)?
- In what alternative ways do I want the untrustworthy button pusher to behave?
- Given my understanding of my untrustworthy Hot Button and the button pusher, which Cooling Strategies would be most useful?

In as non-accusatory way as possible, tell the untrustworthy that you

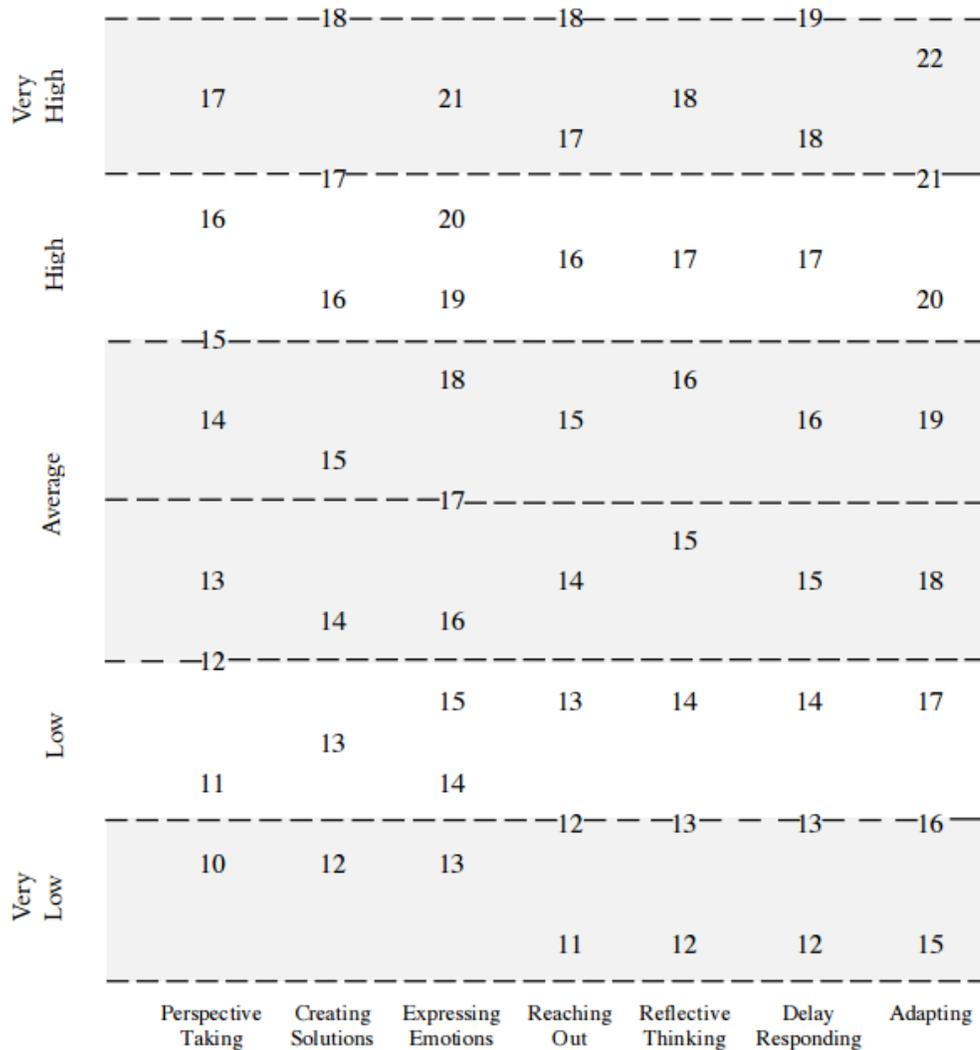
- Believe your values were violated.
- Feel hurt and used.
- Will not be victimized again.

Protect yourself

- "The best armor is to keep out of range" (Italian proverb).
- Be wary and aware.
- Keep the untrustworthy out of the loop as much as possible.
- Document everything. Keep these notes off-site.
- Don't work alone. Involve others as witnesses and project partners.

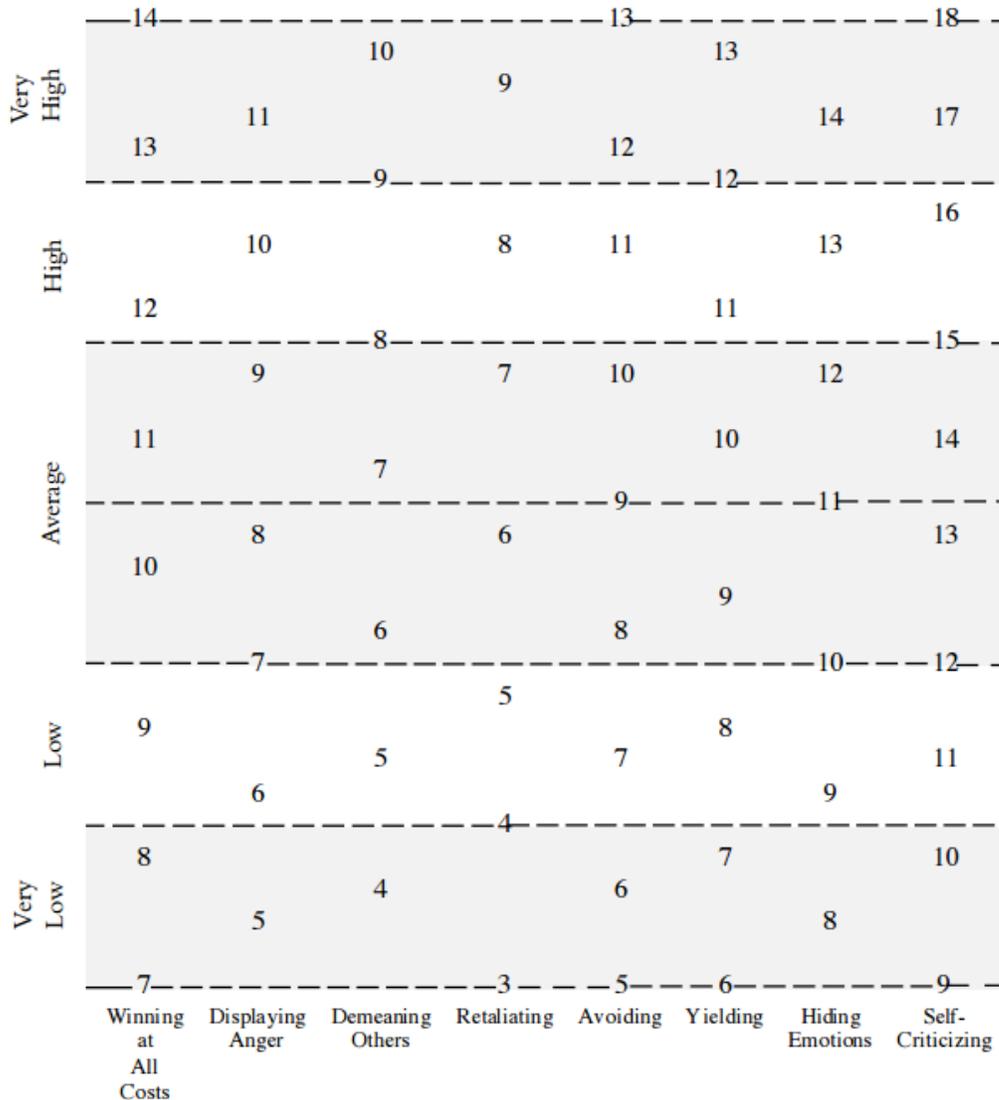
Displaying Your Constructive Responses

Take the raw scores for the seven constructive scales that you calculated on the CDP-I Scoring Sheet, and plot them using the chart provided below. For each scale, find the number corresponding to your raw score, and place an “X” on that number. Once you have done so, you can see where your scores fall when compared to the thousands of other people who have completed the instrument. Along the left hand side of the graph, you will see how to interpret your score by noting whether it falls into the Very Low, Low, Average, High, or Very High range. *If you have a score that falls outside the range of this chart, place the “X” for that scale on the top or bottom line.*



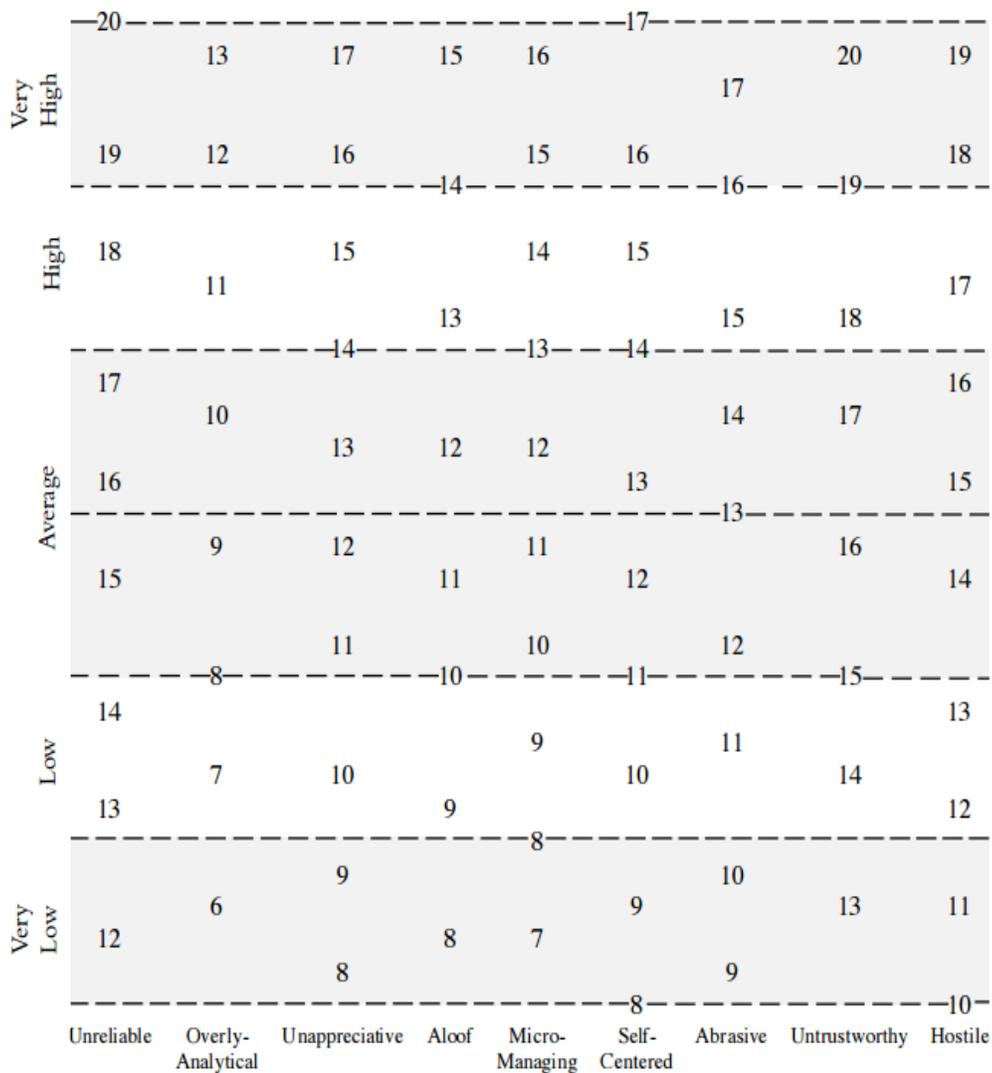
Displaying Your Destructive Responses

Take the raw scores for the eight destructive scales that you calculated on the CDP-I Scoring Sheet, and plot them using the chart provided below. For each scale, find the number corresponding to your raw score, and place an “X” on that number. Once you have done so, you can see where your scores fall when compared to the thousands of other people who have completed the instrument. Along the left hand side of the graph, you will see how to interpret your score by noting whether it falls into the Very Low, Low, Average, High, or Very High range. *If you have a score that falls outside the range of this chart, place the “X” for that scale on the top or bottom line.*



Displaying Your Hot Buttons

Take the raw scores for the nine Hot Button scales that you calculated on the CDP-I Scoring Sheet, and plot them using the chart provided below. For each scale, find the number corresponding to your raw score, and place an “X” on that number. Once you have done so, you can see where your scores fall when compared to the thousands of other people who have completed the instrument. Along the left hand side of the graph, you will see how to interpret your score by noting whether it falls into the Very Low, Low, Average, High, or Very High range. *If you have a score that falls outside the range of this chart, place the “X” for that scale on the top or bottom line.*



CDP-I DEVELOPMENTAL WORKSHEET: RESPONSES TO CONFLICT

This worksheet is designed to help you identify your areas of greatest strength, and your opportunities for development, in the way you respond to conflict. Using the information on the “Displaying Your Constructive Scales” and “Displaying Your Destructive Scales” sheets, write down in the column below labeled “My Scale Score,” whether your score on that scale fell into the “Very High,” “High,” “Low,” or “Very Low” categories. If your score fell into the “Average” category, do not write anything in the column. For the *Constructive* scales, high scores indicate areas of strength and low scores indicate opportunities for development. For *Destructive* scales it is the opposite—high scores indicate opportunities for development and low scores indicate areas of strength. Place a check in the appropriate column for each of these scales. Once you have identified your areas of strength and developmental opportunities, you should consult pages 9 - 25 for tips on how to improve in each of these areas. You can also find helpful resources at the Conflict Dynamics Web site (www.conflictdynamics.org).

	My Scale Score	Area of Strength	Opportunity for Development
Active-Constructive Responses		High or Very High	Low or Very Low
<i>Example</i>	<i>Very Low</i>		X
Perspective Taking			
Creating Solutions			
Expressing Emotions			
Reaching Out			
Passive-Constructive Responses		High or Very High	Low or Very Low
Reflective Thinking			
Delay Responding			
Adapting			
Active-Destructive Responses		Low or Very Low	High or Very High
Winning at All Costs			
Displaying Anger			
Demeaning Other			
Retaliating			
Passive-Destructive Responses		Low or Very Low	High or Very High
Avoiding			
Yielding			
Hiding Emotions			
Self-Criticizing			

CDP-I DEVELOPMENTAL WORKSHEET: HOT BUTTONS

Hot Buttons, those situations and individuals that you find most annoying, can provoke and escalate conflict. By learning about the situations in which you are most likely to feel upset, you can better avoid conflicts in the future. By understanding and examining the links between provocation and response, you can better control your behavior.

Using the information on the “Displaying Your Hot Buttons” sheet, write down in the column below labeled “My Score” whether your score on that scale fell into the “Very High,” “High,” “Low,” or “Very Low” categories. If your score fell into the “Average” category, do not write anything in the column. Then, for the three Hot Buttons with the highest scores, rank order their “Importance of Cooling,” taking into consideration the following factors:

- your level of frustration and irritation (that is, your score)
- how frequently this Hot Button provokes you into conflict
- the degree to which provocation of this Hot Button interferes with your job performance
- the degree to which provocation of this Hot Button interferes with your physical and emotional well-being

The Hot Button ranked Number 1 should be the Hot Button that you most want (or need) to change.

<u>Hot Button</u>	<u>My Score</u>	<u>Importance Of Cooling</u>
Unreliable	_____	_____
Overly Analytical	_____	_____
Unappreciative	_____	_____
Aloof	_____	_____
Micro-Managing	_____	_____
Self-Centered	_____	_____
Abrasive	_____	_____
Untrustworthy	_____	_____
Hostile	_____	_____

Steps for Successful Action Planning

Changing one's behavior with the goal of becoming more effective presents most people with a difficult challenge. It is not easy and requires attention and energy. Behavior change is built upon personal competency, a sense of confidence that one is in fact able to acquire new more effective behaviors. Viewing the acquisition of new behaviors as a challenge and firmly committing your personal resources to a positive outcome helps assure the success of your action plan. As you begin to work through the following action planning template (steps), keep in mind a successful change in your behavior requires competency, challenge, and commitment.

Step 1: Review and Reflect

There are undoubtedly some areas that represent real strengths as well as areas that you view as needing improvement. After reviewing your Developmental Worksheet results (for both Responses to Conflict and Hot Buttons), reflect on your organizational and personal life to decide which behaviors are the highest priority to focus your energy on improving. Remember that low scores on the constructive scales are as important as high scores on destructive scales.

List three behaviors that represent your highest priority for immediate improvement:

1. _____
2. _____
3. _____

Why did you choose these particular areas for improvement?

Step 2: First Actions

Write down what specific actions you plan to engage in to improve these behaviors. Avoid vague generalities such as "I'm going to be more laid back." Rather, be as specific as possible ("I'm going to engage in Reflective Thinking by starting conversations with a question rather than my opinion."). Specific Actions:

1. _____
2. _____
3. _____

Step 3: Continued Feedback

Often we are not accurate judges of our own behavior. In the process of personal development, feedback from others is a critical component of successful behavioral change. Let others know what you are trying to improve, what your specific actions are, and ask them to give you periodic feedback to help monitor your progress.

List three people whom you want to monitor your progress and give you feedback on your behaviors targeted for improvement:

1. _____
2. _____
3. _____

Step 4: Dealing with Setbacks

Even the most careful plans can meet unexpected obstacles and leave you feeling discouraged. Take a moment and think how you might respond to a situation that results in a real challenge to your commitment to self-improvement.

List some ways you could deal with a setback:

1. _____
2. _____
3. _____

Step 5: Staying the Course

After a period of time, generally 8 - 12 weeks, re-assess your progress and commitments. Ask for feedback from others. What still needs to be done? If your progress is satisfactory to you, celebrate your success with the people who have been monitoring your improvement.

How will you define success after time has passed?

1. _____
2. _____
3. _____

Step 6: Continuous Improvement

What other areas might you work to improve after successfully completing your action plan?

1. _____
2. _____
3. _____

Final Thoughts

Thank you for completing the Conflict Dynamics Profile-Individual Version. We hope you found it to be useful in your developmental planning. If you are interested in pursuing extended feedback on your conflict management behaviors, we encourage you to consider the following options:

Conflict Dynamics Profile-360° Version (CDP-360°)

Designed for individuals who want a complete “conflict profile,” this tool goes a step further than the Individual Version by providing feedback on

- what provokes you
- how you view the way you respond to conflict
- how your boss, peers, and direct reports perceive you responding to conflict
- how you respond before, during, and after conflict, and
- which behaviors can harm your position in the organization.

The 360° Version comes with 12 Questionnaires (1 Self, 1 Boss, up to 5 Peers, up to 5 Direct Reports), a 21-page Feedback Report, and the Development Guide (*Managing Conflict Dynamics: A Practical Approach*).

Managing Conflict Dynamics: A Practical Approach

Over 100 pages in length, this detailed and user-friendly development guide contains information, advice, and activities designed to strengthen conflict management skills and build strong interpersonal relationships. Features include

- Constructive strategies of conflict management and how to put them into practice
- Worksheets and exercises
- Web sites, readings, and seminars on conflict-related topics
- Examination of causes and consequences of interpersonal conflict
- Examples of destructive means of conflict management

CDP Group Profile

Group Profiles are available for users who want composite data for work with intact teams or as a needs assessment for further skill-building training.

The Mediation Training Institute

The Mediation Training Institute (MTI)® is the foremost provider of training, certification, licensing, and consulting in workplace conflict management and mediation. Through the institute, we offer programs and products for conflict resolution and mediation including a variety of mediation certification programs. Our flagship product, the Conflict Dynamics Profile, is a behaviorally-based assessment that helps individuals identify how they respond to conflict. Two versions of the instrument – the CDP-Individual (CDP-I) and CDP-360 – provide practical solutions for promoting more effective conflict resolution.

MTI Workplace Mediation courses help practitioners to develop skills in mediation and conflict resolution that positively impact workplace relationships, productivity and efficiency. Our expertly designed learning methodology includes programs for trainers (**Workplace Conflict Resolution Trainer Certification**) and workplace mediators (**Professional Workforce Mediator Certification**). Going beyond training, MTI helps clients strategically manage conflict to improve organizational effectiveness and profitability.

Continuing our distinguished record of providing quality leadership development, we created the **Mastering Conflict Dynamics (MCD)** course with several of our time-honored techniques in mind. MCD gives participants an increased awareness of the root causes of conflict and helps them to acquire the skills they need for effectively resolving conflict. MCD combines lectures, experiential exercises, simulations and personal feedback into a comprehensive experience. The program features the 360-degree feedback tool, the Conflict Dynamics Profile®(CDP), which helps individuals understand how they manage and cope with conflict and how others interpret their behaviors.

Through our sister organization, the Leadership Development Institute (LDI) at Eckerd College, we are a Network Associate of the Center for Creative Leadership (CCL)® since 1981 and have delivered internationally acclaimed programs to thousands of local, national and international clients. Because of its exceptional programs, CCL is ranked No. 4 overall in the 2016 *Financial Times* worldwide survey of executive education. CCL has placed in the Top 10 for the 15th straight year and remains the only institution among 85 in the survey that specializes in leadership education and research. MTI and LDI programs include several distinguishing characteristics such as a focus on individual development, an interactive learning process featuring personal assessment and feedback, superior instruction and action-oriented development plans. Through the unique resources available to the Mediation Training Institute, our capabilities are nearly limitless.

For more information regarding any of the resources listed above, please call 888-359-9906.



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