Managing Personalities and Conflict

Participant’s Workbook

Communication

Personalities

Generations

Resolution

Conflict
Managing Personalities and Conflict

Participant’s Workbook

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Key Areas: 3 (Administration) & 4 (Communication and Marketing)

USDA Professional Standards Codes:
3400 (Human Resources and Staff Training)
4100 (Communications and Marketing)

2020
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**VISION:** Lead the nation in providing research, education, and resources to promote excellence in child nutrition programs.

**MISSION:** Provide relevant research-based information and services that advance the continuous improvement of child nutrition programs.

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Participant’s Information

Goal

The goal of this course is to help school nutrition staff identify, address, and better manage the various personalities and areas of conflict that exist in the workplace.

Course Description

This is a four-hour course designed to help participants identify the many factors that may influence how people interact and respond to conflict. Self-reflection is a critical component of this training that aims to help participants identify characteristics of their own personalities and attitudes, in addition to any existing biases and stereotypes. Finally, participants will engage in identifying non-productive behaviors and in building skills that will help promote successful conflict resolution.

Intended Audience

Child nutrition professionals who are in or are pursuing management positions

Workbook Format

Along with a thumbnail of each slide, one or more of the following categories are included:

- **Key Message** – The most important information from the slide(s)
- **Lesson Resources** – Supplemental materials that may be helpful
- **Materials** – Resources, handouts, worksheets, etc. required for the activity
- **Notes** – A place to write important facts and information
USDA Professional Standards

Human Resources and Staff Training – 3400

Employees will be able to implement human resources management practices through maintenance and familiarity with current personnel policies and procedures and support employees through training and retention strategies.

3410 – Understand and apply human resource management practices.

Communications and Marketing – 4100

Employees will be able to develop plans that include involvement with school and community members, empower school nutrition leaders, and address excelled customer service.

4140 – Develop communication skills.

Key Areas

3 – Administration

- Human Relations
- Interpersonal Skills

4 – Communications and Marketing

- Communication

Source:
Competencies, Knowledge, and Skills for District-Level School Nutrition Professionals in the 21st Century available on the ICN website: theicn.org/icn-resources-a-z/CKS-district-school-professionals
Course Objectives

- Compare and contrast patterns of characteristics for the five most recent generations.
- Describe at least three ways to increase the performance or collaboration of different generations in specific topic areas.
- Identify the role personalities, biases, and stereotypes play in conflict.
- Explain the difference between implicit and explicit bias.
- Identify at least two causes of conflict in the workplace.
- Describe at least three non-productive behaviors and related effective management techniques.
- Explain the role attitude plays in effective conflict management.
- List the steps to achieve win-win results in conflict management.
# Course Outline

<table>
<thead>
<tr>
<th>Duration</th>
<th>Lesson</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 minutes</td>
<td>Introduction</td>
<td>• Welcome and Introductions&lt;br&gt;• Pre-Assessment&lt;br&gt;• Shapes Ice Breaker&lt;br&gt;• Overview</td>
</tr>
<tr>
<td>65 minutes</td>
<td>Lesson 1: Generations</td>
<td>• Let’s Compare the Generations&lt;br&gt;• Which Generation Am I?&lt;br&gt;• Increasing Generational Productivity</td>
</tr>
<tr>
<td>70 minutes</td>
<td>Lesson 2: Personalities, Stereotypes, &amp; Biases</td>
<td>• Shape Assessment&lt;br&gt;• Shape Assessment Reflection&lt;br&gt;• Where’s the Bias?&lt;br&gt;• Bias and Stereotype Reflection&lt;br&gt;• Ways to Counter Unconscious Bias as an Individual</td>
</tr>
<tr>
<td>70 minutes</td>
<td>Lesson 3: Non-Productive Behaviors &amp; Conflict</td>
<td>• The Big 7&lt;br&gt;• Role Play Scenarios&lt;br&gt;• Reality Practice&lt;br&gt;• Responding to Conflict</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Conclusion</td>
<td>• Wrap-up&lt;br&gt;• Post-Assessment&lt;br&gt;• Course Evaluation&lt;br&gt;• Certificates</td>
</tr>
<tr>
<td><strong>4 hours</strong></td>
<td><strong>Total Course Duration</strong></td>
<td></td>
</tr>
</tbody>
</table>
Introduction

Ground Rules

- Show up on time and come prepared.
- Stay mentally and physically present.
- Let everyone participate.
- Listen with an open mind.
- Think before speaking.
- Attack the problem, not the person.

Key Message

Ground rules are a list of behavior expectations for team or group members while participating in a meeting or training.

Overview

- Self-reflection
- Generational differences
- Personalities, biases, and stereotypes
- Non-productive behaviors
- Successful outcomes of conflict management

Key Message

This course is designed to help participants identify the many factors that may influence how people interact and respond to conflict. Self-reflection is a critical component of this training that aims to help participants identify characteristics of their personalities and attitudes, in addition to any existing biases and stereotypes.
Key Message
The objectives are the specific actions that participants should be able to perform at the end of the training.

Key Message
ICN does not grade the assessments; rather, they compare the results between pre- and post-assessments to evaluate the effectiveness of the training.
**Key Message**
There are no right or wrong answers for this activity.

**Notes**
Notes
Lesson 1: Generations

Key Message
Each generation brings with it different preferences for communication, ideals, values, and beliefs, all of which can lead to conflict.

Key Message
Understanding each generation is valuable to a leader because the outlooks, attitudes, and goals vary greatly depending on the generation.
Key Message

Each generation brings with it different preferences for communication, ideals, values, and beliefs, all of which can lead to conflict. Leaders need to be aware of each generation’s characteristic patterns because this is the largest range of working generations.

Notes
# Let's Compare the Generations

<table>
<thead>
<tr>
<th>Birth Years</th>
<th>Traditions</th>
<th>Baby Boomers</th>
<th>Gen Xers</th>
<th>Millennials</th>
<th>Gen Z</th>
</tr>
</thead>
<tbody>
<tr>
<td>1930–1945</td>
<td>Veterans</td>
<td>Boomers</td>
<td>Post Boomers</td>
<td>Millennials</td>
<td>Centennials</td>
</tr>
<tr>
<td></td>
<td>Forgotten Generation</td>
<td>Me Generation</td>
<td></td>
<td>Generation Next</td>
<td>Generation 9/11</td>
</tr>
<tr>
<td></td>
<td>Silent Generation</td>
<td>Moral Authority</td>
<td></td>
<td>Echo Boomers</td>
<td></td>
</tr>
<tr>
<td>INFLUENCERS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Great Depression</td>
<td>Civil Rights</td>
<td>Energy Crisis</td>
<td>Terrorist attacks</td>
<td>War on terror</td>
</tr>
<tr>
<td></td>
<td>World War II</td>
<td>Vietnam War</td>
<td>End of Cold War</td>
<td>AIDS epidemic</td>
<td>Great Recession</td>
</tr>
<tr>
<td></td>
<td>Korean War</td>
<td>Space travel</td>
<td>Watergate</td>
<td>Economic expansion</td>
<td>School shootings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cold War</td>
<td>Latchkey kids and day care</td>
<td>Children of divorce</td>
<td>Cyberbullying</td>
</tr>
<tr>
<td></td>
<td></td>
<td>“American Dream”</td>
<td></td>
<td>Kids with schedules</td>
<td>Shifting gender roles</td>
</tr>
<tr>
<td>TECHNOLOGY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Trying to adapt</td>
<td>Acquired as developed</td>
<td>Grew up without it, now integrated into daily lives</td>
<td>Extremely tech-savvy</td>
<td>True digital natives; grew up with the internet</td>
</tr>
<tr>
<td>WORK ETHIC</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dedicated and loyal</td>
<td>Question everything</td>
<td>Self-reliant</td>
<td>Sense of entitlement</td>
<td>Master at multitasking</td>
</tr>
<tr>
<td></td>
<td>Value hard work</td>
<td>Loyal</td>
<td>Desire structure and direction</td>
<td>Loyal to peers</td>
<td>Tolerant</td>
</tr>
<tr>
<td></td>
<td>Work comes first</td>
<td>Enjoy teamwork</td>
<td>Work smarter not harder</td>
<td>Value collaboration</td>
<td>Strong collaboration skills</td>
</tr>
<tr>
<td></td>
<td>Honor</td>
<td></td>
<td>Project-oriented</td>
<td>Highly creative</td>
<td>Share everything</td>
</tr>
<tr>
<td></td>
<td>Good attitudes and attendance</td>
<td></td>
<td></td>
<td>Great multitaskers</td>
<td></td>
</tr>
<tr>
<td>PROMOTIONS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Age and seniority</td>
<td>Experience</td>
<td>Education and merit</td>
<td>Achievements</td>
<td>Knowledge</td>
</tr>
<tr>
<td>VIEW OF AUTHORITY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Age and seniority</td>
<td>Time on the job</td>
<td>Resent being micromanaged</td>
<td>Value mentors</td>
<td>Need guidance</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Not intimidated by titles or authority</td>
<td>High expectations of bosses</td>
<td></td>
</tr>
</tbody>
</table>
## Managing Personalities and Conflict

### Lesson 1: Generations

#### Work/Life Balance

<table>
<thead>
<tr>
<th>TRADITIONALS</th>
<th>BABY BOOMERS</th>
<th>GEN XERS</th>
<th>MILLENNIALS</th>
<th>GEN Z</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duty before fun</td>
<td>Big imbalance – workaholics who invented the 50-hr work week</td>
<td>Clear balance</td>
<td>Flexibility</td>
<td>Balance</td>
</tr>
<tr>
<td>Get the job done</td>
<td></td>
<td>No attachment to job or employer</td>
<td>Long term on own negotiated terms</td>
<td>Want time to volunteer and give back</td>
</tr>
</tbody>
</table>

#### Challenges

<table>
<thead>
<tr>
<th>TRADITIONALS</th>
<th>BABY BOOMERS</th>
<th>GEN XERS</th>
<th>MILLENNIALS</th>
<th>GEN Z</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do not respond well to ambiguity</td>
<td>Expect everyone to be workaholics</td>
<td>Dislike rigid requirements</td>
<td>Respond poorly to authoritarians</td>
<td>Need flexibility</td>
</tr>
<tr>
<td>Do not adapt well to change</td>
<td>Judgmental</td>
<td>Reject rules</td>
<td>Lack skills for dealing with difficult people</td>
<td>Tight connection with authoritarians</td>
</tr>
<tr>
<td>Avoid conflict</td>
<td>Do not like change or conflict</td>
<td>Cynical and skeptical</td>
<td>Want meaningful projects</td>
<td>Entrepreneurial</td>
</tr>
</tbody>
</table>

#### Work Characteristics

<table>
<thead>
<tr>
<th>TRADITIONALS</th>
<th>BABY BOOMERS</th>
<th>GEN XERS</th>
<th>MILLENNIALS</th>
<th>GEN Z</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rule followers</td>
<td>Value ambition and teamwork</td>
<td>Flexibility and challenges</td>
<td>Achievement and goal-oriented</td>
<td>Leverage technology for any task</td>
</tr>
<tr>
<td>Strong sense of right and wrong</td>
<td>Want to make a difference and have a chance to shine</td>
<td>Good task managers</td>
<td>Highly competitive</td>
<td>Challenge status quo</td>
</tr>
</tbody>
</table>

#### Communication

<table>
<thead>
<tr>
<th>TRADITIONALS</th>
<th>BABY BOOMERS</th>
<th>GEN XERS</th>
<th>MILLENNIALS</th>
<th>GEN Z</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal</td>
<td>Direct</td>
<td>Immediate</td>
<td>Polite</td>
<td>Frequent via text or social media</td>
</tr>
<tr>
<td>One-on-one</td>
<td>Open</td>
<td>Electronic</td>
<td>Motivational</td>
<td></td>
</tr>
<tr>
<td></td>
<td>In-person</td>
<td>Be blunt/direct</td>
<td>Tech-based</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Be positive</td>
<td></td>
</tr>
</tbody>
</table>

#### Feedback

<table>
<thead>
<tr>
<th>TRADITIONALS</th>
<th>BABY BOOMERS</th>
<th>GEN XERS</th>
<th>MILLENNIALS</th>
<th>GEN Z</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will listen</td>
<td>Provide it with documentation</td>
<td>Will ask for it</td>
<td>Crave positive reinforcement</td>
<td>Will ask for it constantly</td>
</tr>
<tr>
<td>Believe “no news is good news”</td>
<td>Helps them feel in control</td>
<td>Desire for it to be ongoing</td>
<td>Need positive feedback as part of everyday life</td>
<td>Immediately</td>
</tr>
<tr>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>TRADITIONALS</td>
<td>BABY BOOMERS</td>
<td>GEN XERS</td>
<td>MILLENNIALS</td>
<td>GEN Z</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------</td>
<td>----------</td>
<td>-------------</td>
<td>-------</td>
</tr>
<tr>
<td><strong>Rewards</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• A job well done equals job satisfaction</td>
<td>• Public attention</td>
<td>• No public recognition</td>
<td>• Public recognition</td>
<td>• Flexibility</td>
</tr>
<tr>
<td>• Individual and private</td>
<td>• Public recognition</td>
<td>• Want freedom/independence and time off</td>
<td>• Value when their mentors/leaders receive recognition</td>
<td></td>
</tr>
<tr>
<td>• Acknowledge you respect their experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Leadership Style</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Chain-of-command</td>
<td>• Consensus or collegial</td>
<td>• Competent</td>
<td>• Still being determined but likely based on recognition and achievement</td>
<td>• Not enough experience – will have to wait and see</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Questioning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Equal treatment</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Want to know their experience is valued</td>
<td>• Anti-war and anti-government</td>
<td>• Merit = entitlement</td>
<td>• Most educated generation</td>
<td>• Short attention spans</td>
</tr>
<tr>
<td>• Encourage them to share experiences and expertise</td>
<td>• Let them know their ideas matter, and their work is valued.</td>
<td>• Want the latest technology and to have fun</td>
<td>• Strong attachment to parents</td>
<td>• Expect instant answers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Struggle to evaluate critically</td>
</tr>
</tbody>
</table>

Adapted from www.purdueglobal.edu
### Traditionals
- **1930 to 1945**
- Great Depression, World War II, and the Korean War
- Trying to adapt to technology
- Most dedicated and loyal employees
- Value hard work and believe work comes first
- Work from 8-5; get the job done; maintain job security
- Value family but duty before fun

### More About Traditionals
- Honor, good attitudes, attendance, loyalty
- Rule followers – clearly defined rules and policies
- Strong sense of right/wrong – do not respond well to ambiguity
- "always been done" – do not adapt well to change
- Avoid conflict
- Personal, one-on-one communication
- Will listen to any feedback
- Job satisfaction = job well done

### Baby Boomers
- **1946 to 1964**
- Civil Rights, Vietnam War, space travel, Cold War
- “American Dream”
- Acquired technology as developed
- Anti-war and anti-government
- Value equal opportunities and equal rights

### More About Baby Boomers
- Question everything – skeptical of authority
- Workaholics – invented the 50-hour workweek
- Huge work/life imbalance
- Clear, concise job expectations
- Direct Communication – open and in-person
- Expect everyone to be workaholics
- Judgmental when someone disagrees with them
- Do not like change or conflict.
  Let them know their ideas matter and that their work is valued.
### Gen Xers

<table>
<thead>
<tr>
<th>Year</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>1965 to 1976</td>
<td>Energy Crisis, end of the Cold War, Watergate</td>
</tr>
</tbody>
</table>

- Latchkey kids and day cares
- Independent and take care of themselves
- Grew up without technology – now integrated into daily lives
- Education was expected = way to succeed
- Merit = entitlement
- Work smarter, not harder – eliminate unnecessary tasks
- Project oriented – paid to get the job done

### More about Gen Xers

<table>
<thead>
<tr>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear work/life balance</td>
</tr>
<tr>
<td>Move easily between jobs</td>
</tr>
<tr>
<td>Flexibility and challenge</td>
</tr>
<tr>
<td>Adapt well to change – good task managers</td>
</tr>
<tr>
<td>Want feedback – resent intrusive supervision</td>
</tr>
<tr>
<td>Not intimidated by authority</td>
</tr>
<tr>
<td>Dislike rigid requirements and reject rules</td>
</tr>
<tr>
<td>Cynical and skeptical</td>
</tr>
<tr>
<td>Lack people skills</td>
</tr>
<tr>
<td>Immediate and electronic communication</td>
</tr>
<tr>
<td>Be blunt/direct</td>
</tr>
</tbody>
</table>

### Millennials

<table>
<thead>
<tr>
<th>Year</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>1977 to 1995</td>
<td>Terrorist attacks, AIDS epidemic, economic expansion</td>
</tr>
</tbody>
</table>

- Children of divorce – sheltered – strong attachment to parents
- Kids with schedules
- Most educated – extremely tech savvy
- Sense of entitlement
- Very political and loyal to peers
- Value collaboration and mentors
- High expectations of bosses and managers

### More About Millennials

<table>
<thead>
<tr>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly creative – fast workers and great multitaskers</td>
</tr>
<tr>
<td>Flexibility from technology</td>
</tr>
<tr>
<td>Want to be challenged and work with positive, fun people</td>
</tr>
<tr>
<td>Respond poorly to strict hierarchy/authoritarian leaders</td>
</tr>
<tr>
<td>Dislike menial tasks</td>
</tr>
<tr>
<td>Need supervision, structure, and discipline</td>
</tr>
<tr>
<td>Expect to be treated with respect</td>
</tr>
<tr>
<td>Feel devalued if projects lack meaning</td>
</tr>
<tr>
<td>Polite, motivational, tech-based communication</td>
</tr>
<tr>
<td>Be humorous and positive</td>
</tr>
<tr>
<td>Give feedback often; will ask for it</td>
</tr>
</tbody>
</table>
Key Message

These are only patterns of behaviors and are not intended to stereotype anyone. Being aware of the generational characteristics of our staff gives us a better idea of how they may interact with their coworkers and with us as their supervisor. There are members of every generation who do not fit their generational patterns.
## Which Generation Am I?

**Directions:** Read each question or statement and circle the choice that best matches your beliefs or personality. Circle one response in each row. Next, tally the number of answers in each column, and multiply by the point value of the column. Write the answer in the sub-total row. Then, add the sub-totals for the grand total. Find your score in one of the ranges to see which generation you are most like.

<table>
<thead>
<tr>
<th>Question</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you have to ask someone a question, how do you prefer to communicate?</td>
<td>Face-to-face</td>
<td>Email</td>
<td>Phone calls</td>
<td>Texts</td>
</tr>
<tr>
<td>Which type of reward motivates you the most?</td>
<td>A job well done</td>
<td>Title and recognition</td>
<td>Money</td>
<td>Vacation</td>
</tr>
<tr>
<td>What is most important to you?</td>
<td>Your experience is respected</td>
<td>Being valued</td>
<td>Let me do it my way</td>
<td>Working with other bright and creative people</td>
</tr>
<tr>
<td>Which type of leader are you?</td>
<td>Top-down</td>
<td>Chained of command</td>
<td>Self-command</td>
<td>Collaborative</td>
</tr>
<tr>
<td>Which best describes your role in a team?</td>
<td>Individual</td>
<td>Team player</td>
<td>Take charge</td>
<td>Participative</td>
</tr>
<tr>
<td>As a teenager, you...</td>
<td>Respected your parents</td>
<td>Rebellled and challenged authority</td>
<td>Believed friends were more important than family</td>
<td>Counted on your parents for advice and guidance</td>
</tr>
<tr>
<td>How often do you want feedback?</td>
<td>Feedback is not necessary</td>
<td>During a performance review</td>
<td>Just enough to let me know I am on the right track</td>
<td>All the time</td>
</tr>
<tr>
<td>Your loyalty is toward...</td>
<td>The organization</td>
<td>The importance and meaning of work</td>
<td>Your individual goals</td>
<td>People or projects</td>
</tr>
<tr>
<td>How often do you use a computer for personal use?</td>
<td>Seldom</td>
<td>Just at work is enough for me</td>
<td>Everyday</td>
<td>Cannot live without it</td>
</tr>
<tr>
<td>How do you feel about work and money?</td>
<td>Work hard to be financially secure, and do not waste your money</td>
<td>Work should be meaningful, and money should be spent on something you love</td>
<td>Work should be short so that you can get on to your true interests. Money is not all that important</td>
<td>Work should be as fun as possible. Life is too short, so enjoy your money</td>
</tr>
</tbody>
</table>

Count the number of answers in each column

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
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</thead>
</table>

Multiply by the column number

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
</table>

Add the answers from the previous row for the total score

= ______________
<table>
<thead>
<tr>
<th>Score 10 – 25</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Traditionals</strong></td>
</tr>
<tr>
<td>You are a person of high values and character. Family, your country, loyalty, and hard work are all important to you. You are willing to do the right thing, even when it is difficult.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score 26 – 30</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baby Boomer</strong></td>
</tr>
<tr>
<td>You are optimistic and rebellious. You believe that you will change the world. You detest authority and rules; however, you are a service-oriented, team player.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score 31 – 35</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gen X</strong></td>
</tr>
<tr>
<td>You are fun, laid back, and very independent. You are willing to take risks and live your life however you see fit. In addition, you are casual, accepting, and friendly, which makes you see everyone as equal.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score 36 – 40</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Millennial</strong></td>
</tr>
<tr>
<td>You are cooperative, flexible, tech-savvy, and adaptable. You know the world changes quickly, and you are eager to change with it. You are socially responsible, forward-thinking, and open-minded.</td>
</tr>
</tbody>
</table>

Which generation am I? ________________________________

Adapted from: Remington Guy (2010)
https://diversity.missouristate.edu/assets/diversityconference/Generational_Personality_Quiz_Handout.pdf
Key Message
Knowing information about each generation may help leaders to interact with their employees more appropriately or effectively.

Key Message
One way to help increase the performance of different generations is to identify the similarities that exist in three key areas: achievement, equity and ethics, and camaraderie.
Increasing Generational Productivity

**Directions:** Discuss and write an example of key traits to remember that may help increase productivity for each generation.

<table>
<thead>
<tr>
<th>TRADITIONALS</th>
<th>BABY BOOMERS</th>
<th>GEN XERS</th>
<th>MILLENNIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMMUNICATION SKILLS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WORK/LIFE BALANCE</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WORK ETHIC</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>USE OF TECHNOLOGY</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PEER MENTORING</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adapted from www.cengage.com/resource_uploads/0538730463_89590.com
Lesson 2: Personalities, Stereotypes, & Biases

Key Message
When a problem or conflict arises, a leader should be able to separate the person from the behavior or attitude issue.

Key Message
An individual's personality includes the social and emotional qualities a person develops that make them different from others. These qualities may be based on their values, attitudes, memories, relationships, habits, and skills.
Key Message

There are many personality differences in our workplaces, and it is important to understand those differences so we can work together better.

Notes
**Shape Assessment**

**SQUARE: Details, Data, and Systems People**

**Characteristics**
- Hardest workers; task oriented
- Structured; organized
- Think sequentially
- Logical
- May be tenacious
- Value details and data; analytical
- Knows policies and rules
- Not fond of change, prefer a stable environment
- Prefer working alone
- May see fun as unnecessary or as a luxury
- Trouble saying “I have enough information”
- Conservative, regular, orderly

**Meeting behaviors**
- Well prepared
- Lots of notes
- Gets right down to work

**Motto:** “Give me a job and a deadline, and I’ll get it done!”

**Suggestions for Change**
- Be open to other views
- Create your own routines
- Allow yourself to make a few mistakes so you don’t limit your opportunities
- Learn to make decisions with less data
- Try taking more risks and acting spontaneously

**To Work Best With This Shape**
- Be specific
- Provide clear expectations
- Create a regular routine
TRIANGLE: Results People

Characteristics
- Bottom line mentality; focused on goals
- Driven to succeed; motivated by results
- Take charge and move fast
- Big picture – don’t need all the research or details
- Need to know WHY
- Confident
- Competitive
- Outspoken – love to debate and argue
- No nonsense
- Decisive; cuts to the chase; move on
- Impatient
- Likes recognition – may put stock in status symbols

Meeting behaviors
- Hates meetings
- Get to the bottom line and move on

Motto: “So what’s your point?”

Suggestions for Change
- Attend to necessary details, even if you delegate them
- Develop more interest in the opinions of others
- Give people more room to come on board
- Learn to have more fun just for the sake of it
- Be aware of your impact on others

To Work Best With This Shape
- Present the goal and the big picture
- Explain the WHY
- Provide milestones and targets
- Be concise
- Provide support for the details
CIRCLE: People People

Characteristics

- Most empathetic for and perceptive of others
- Fun-loving; laugh often
- Listen and communicate well
- Easily swayed by opinions of others
- Caregivers/helpers
- Like people, committees, teams
- Peacemakers – avoid conflict of making unpopular decisions
- Good sports
- Over commits
- Too nice – can’t say no
- Better at caring for others than themselves
- Don’t particularly like oversight

Meeting behaviors

- Social
- Create harmony
- Love the food

Motto: “I’ll do it—somebody has to!”

Suggestions for Change

- Learn how to say NO and mean it
- Worry less about what other people do and think
- Hold others accountable
- Learn how to make unpopular decisions when necessary

To Work Best With This Shape

- Be flexible
- Be willing to talk about whatever is at hand
- Provide a harmonious environment
- Provide opportunities for you to add your perspective
### SQUIGGLE: Idea People

**Characteristics**
- Often visionaries – lots of ideas
- Creative
- Lots of energy and enthusiasm
- Like to try new and different things
- Can appear as scattered because their mind moves so fast
- Difficulty with completion; start a task and move on to the next great idea
- Can be challenging to work with
- Try to be more organized but tend to lose their lists
- Easily bored
- Flexible – spontaneous
- Make cognitive leaps – hard to follow
- Prefer less structured environments

**Meeting behavior**
- Already thinking of the next step

**Motto:** "I just got this great idea!"

**Suggestions for Change**
- Slow down and pay attention to the details
- Focus on the task at hand
- Think before you speak and act
- Pay attention to your impact on others and their points-of-view

**To Work Best With This Shape**
- Present new and different things to do
- Be flexible and avoid preconceived ideas
- Provide an unstructured environment
- Offer multiple choices
- Provide help with follow through

Adapted from [http://listening2leaders.com/shape-quiz-learn-colleagues/](http://listening2leaders.com/shape-quiz-learn-colleagues/)
Shape Assessment Reflection

Directions:
1) Consider the shape you chose for your personality.
2) Write down suggestions you might use when working with the other shapes.

<table>
<thead>
<tr>
<th>SHAPES</th>
<th>HOW TO BEST WORK WITH THIS SHAPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Shape 1]</td>
<td></td>
</tr>
<tr>
<td>![Shape 2]</td>
<td></td>
</tr>
<tr>
<td>![Shape 3]</td>
<td></td>
</tr>
<tr>
<td>![Shape 4]</td>
<td></td>
</tr>
<tr>
<td>![Shape 5]</td>
<td></td>
</tr>
</tbody>
</table>
Key Message
Both biases and stereotypes affect workplace relationships.

Categorizing
- Consciously and unconsciously
- Matter of life or death
- Based on various characteristics
- Basis for how we treat people
- Can have negative results
  - Stereotypes
  - Prejudice
  - Discrimination

Key Message
We unconsciously categorize people all the time based on social, behavioral, or a myriad of other characteristics.
Key Message
Stereotypes often develop over the lifetime of a person due to experiences, skewed information, or another person’s perception.

Key Message
Bias is a prejudice in favor or against one thing, person, or group, usually in a way considered unfair.
Explicit Bias

- Attitudes and beliefs we have about a person or group on a conscious level
- Realize we make decisions and judgements based on them

Key Message
Explicit bias refers to the attitudes and beliefs we knowingly have about a person or group.

Where’s the Bias?

Where’s the Bias?  
Example #1
Fernando has grown up cheering for the Tennessee Titans football team. He attends every home game in Nashville. When his work transfers him to Houston, Texas, he is pressured by other work associates to attend the Houston Texans home games. Fernando tells them that he will not consider going to any Texans games unless they are playing the Titans.

Where’s the Bias?  
Example #2
For the past five years, a director has used XYZ software for accounting and approving all of the district’s free and reduced applications. He has had great experiences with the ease of use and the accuracy of compiling the data. Recently several other software companies have requested appointments to demonstrate their products. The manager would not consider any of other companies.

Where’s the Bias?  
Example #3
For the last 20 years, a manager has supervised a hardworking line worker who, as the meat cook, has continually prepared high-quality lunch entrees. The manager believes that no one else can consistently do the job as well. When another employee asked to prepare meats, the manager declined.
Key Message
Implicit biases are those we are unaware of or unclear of their origins but can negatively affect you or others.

Notes
Bias and Stereotype Reflection

Directions: Reflect and then respond to each of the following questions.

1. Where is there a possibility for me to have a bias and/or stereotype?

2. Why am I holding onto that bias and/or stereotype?

3. Thinking back, have I made decisions based on the bias and/or stereotype?
Ways to Counter Unconscious Bias as an Individual

1. **Pay Attention to Language**
   Be mindful of what you say and how you say it.

2. **Question Your Thinking and Challenge Your Assumptions**
   Flip the script. Would you draw the same conclusions if this scenario involved someone of a different gender or race?

3. **Make Friends**
   Proximity shatters stereotypes. Seek diversity in your friendships and interactions. Volunteer at an organization working with people not in your circle.

4. **Speak Out**
   Hold yourself and others accountable when unconscious bias surfaces.

5. **Don’t Be Defensive**
   Just listen. The use of the words: discrimination, oppression, racism, heterosexism, male privilege, etc. are not personal criticisms.

6. **Avoid Generalizations**
   Catch yourself when you use them and ask yourself if the statement is true.

7. **Use Visualization**
   Imagine positive images of a group you tend to be biased about.

8. **Listen to Someone Else’s Story**
   Exercise empathy.

9. **Raise Your Children to Embrace Diversity and Equality**
   We can create a better world.

Adapted from www.toryburchfoundation.org
Lesson 3: Non-Productive Behaviors and Conflict

**Key Message**
Conflicts can arise from diversity in our workplace, biases, stereotypes, attitudes, or behavior issues of staff.

---

**Diversity in the Workforce**

- Socioeconomic status
- Educational backgrounds
- Religions
- Ethnicities
- Languages
- Generations
- Personalities

---

**Key Message**
As a leader, it can be very stressful managing these differences, so it is important to be aware of how they can cause conflict.
Key Message

Every organization has some individuals who negatively affect the progress of the team.

Key Message

Do not define a staff member or co-worker by their behavior. We only want to identify non-productive behaviors so that we can address them more effectively.
The Big 7

**Arguers**

**Definition/Explanation**
- Opportunity to disagree
- Questioning becomes annoying and disruptive

**Tips and Strategies**
- Paraphrase position
- Lower voice volume
- Keep your cool
- Change the focus

**Aggressors**

**Definition/Explanation**
- Going after ideas – critical and vicious manner
- Blaming others
- Showing hostility/anger
- Putting down ideas

**Tips and Strategies**
- Keep your cool
- Don’t respond with anger
- Be assertive and optimistic

**Complainers**

**Definition/Explanation**
- Finds fault, blames or puts down
- Whining – unfair; always dissatisfied
- Sarcastic and snarky

**Tips and Strategies**
- Be patient and compassionate
- Listen for and identify the key points
- Acknowledge what can’t be changed and ask for suggestions
- Explain the impact of negativity

**Bullies**

**Definition/Explanation**
- Mentally or physically harms others
- Intentional malicious treatment of others
- Forces themselves on others

**Tips and Strategies**
- Leaders must act when bullying is present
- Establish bullying policy and complaint process
- Report bullying to supervisor
- Leaders shouldn’t be bullies
### The Big 7 Talkers

**Definition/Explanation**
- Loves to hear own voice
- Monopolizes the conversation

**Tips and Strategies**
- Assign the role of scribe in a meeting
- Let them know that you’re interested in the conversation but you must keep to your work schedule.

### The Big 8 Egotists

**Definition/Explanation**
- Highly assertive and outspoken
- Very controlling and self-assured

**Tips and Strategies**
- Ask questions
- Restate the reason for the directive
- Invite them to participate in a further discussion at a later date

### The Big 7 Harassers

**Definition/Explanation**
- Unwelcome or inappropriate sexual remarks and advances
- Continues to harass even when told “no”

**Tips and Strategies**
- Must report incident to leadership
- Training on what constitutes sexual harassment
- Policies and procedures must be in place
Role Play Scenario #1

**Background:** This exchange occurs first thing on a Monday morning, in the kitchen. Jackie, the cafeteria manager, was recently promoted from within.

**Line Worker #1:** Marie is a longtime employee who is friends with Dawn. Both form a clique among the staff. They dislike Lori and, in the past, have spread rumors about her to the other staff members.

**Line Worker #2:** Dawn is a longtime employee and friends with Marie. They believe Dawn should have been promoted to manager instead of Jackie.

**Line Worker #3:** Lori is a transfer line worker who is usually mistreated by Marie and Dawn.

**Marie:** Good morning, Dawn! I hope you had a nice weekend.

**Dawn:** It was restful. I am still upset about Jackie getting promoted instead of me.

**Marie:** I don’t know why Jackie was given the position since she doesn’t have the number of years of experience you have.

**Dawn:** I think Lori had started rumors about me. I bet she even told the director I am unreliable and unable to get along with others, saying I argue a lot.

**Marie:** Ok, I am going to approach Lori and set her straight. We will take care of her so she will stop telling lies.

**Marie:** Lori, I heard you said bad things about Dawn.

**Lori:** I didn’t say anything! I don’t know why you and Dawn always say untrue things. I am tired of you telling lies about me. I have not spoken to anyone regarding Dawn. I’m going to the manager Jackie to lodge a complaint concerning both you and Dawn.
Discussion Questions

1. What is the source of this conflict?

2. If Lori goes to Jackie with the complaint against Marie and Dawn, how should Jackie proceed? Explain.

3. What strategies should be used to resolve this conflict?
Role Play Scenario #2

Background: Other workers have witnessed Liz bullying and mistreating her co-workers. Toni is the cafeteria manager.

Liz: She is a cafeteria worker with a very strong personality. She has bullied and mistreated many of her co-workers.

Susan: She is a relatively new employee who has been mistreated by Liz.

Liz: Listen here, Susan! You are working in my area of the kitchen, and I want you to move now!

Susan: Liz, there are no designated work areas within the kitchen. I was here first cutting up vegetables for today’s chef salads. I am not moving. If you threaten me, I am going to report you to Toni.

Liz: Go ahead and tell Toni. I don’t care. Toni will do whatever I say since I am her favorite.

Susan then goes to the walk-in refrigerator to get more lettuce. While Susan walks away, Liz pushes Susan with her four-wheel cart.

Liz: I told you to move out of my work area, and you refused.

Susan: Stop pushing me, Liz. You have no right to get physical with me. I am going to Toni with this.

Susan immediately pushes Liz back. Other coworkers see these two fighting in the kitchen.
Discussion Questions

1. When Toni is told about Liz and Susan arguing/fighting in the kitchen, how should Toni proceed?

2. Should the same disciplinary action be given equally to both Susan and Liz? Why or why not?

3. How do you believe this incident affected the other coworkers?
Key Message

All of us need to respond effectively to difficult situations and help diffuse or mediate conflict, which only serves to prevent or sidetrack the team from achieving their common goals. Everyone responds to conflict differently and uses a variety of resolution techniques or strategies.

Key Message

If conflict is unavoidable, work to resolve it. Do not ignore the conflict.
Key Message
There is a variety of causes of conflict.

Key Message
Although conflict typically is viewed as being negative, there is both positive and negative aspects.
Reality Practice

Directions: Read each scenario and then list at least two effective responses for the situations. You may reference The Big 7 slides or any other resources used throughout the training.

Scenario #1

Sandra is an experienced manager who has been in her position for 24 years. She has been known to be disrespectful and sarcastic to both her supervisor and her district director. During a recent manager’s meeting, the district director instructed all managers to submit a weekly food cost report to the child nutrition office. When Sandra heard this, she angrily responded to the director, “I don’t have enough time now to do what is required. What makes you think I have extra time to do one more thing?” The director responded politely saying, “Sandra, calm down.” Sandra stood up abruptly and stormed out of the room. On her way out, she looked toward the director and loudly said, “She doesn’t know anything.”

Response #1:

Response #2:

Scenario #2

Larry is a new child nutrition worker. He has extensive experience as an Army cook. Larry believes this experience makes him better than the other kitchen staff members, including the manager, Mary. Recently, Mary asked Larry to prepare the meat/meat alternates for lunch. Larry rudely interrupted her stating that the USDA recipe for roast beef is unacceptable because it is not the way he prepares it. Mary tells him that he must use the approved recipe. Larry responds in a very loud, outspoken manner, “No. I refuse to use that recipe.”

Response #1:

Response #2:
Scenario #3

Harold, a cafeteria line worker, is a natural leader in the cafeteria kitchen. The other staff members, including the manager, go to him for advice and guidance regarding kitchen matters. Recently during a lunch service, Harold, along with line workers, Stephanie and Denise, were serving students on the serving line. While serving and within earshot of Denise, Harold told Stephanie that he found her very attractive and then asked her out on a date. Stephanie told him no and to knock it off; she did not like this conversation. Harold then walked by Stephanie and purposefully brushed his arm against her. She abruptly told him to never do that again. Later, Stephanie asked Denise if she saw what happened. Stephanie reported the incident to the manager.

Response #1:

Response #2:

Scenario #4

Megan is the manager of a large elementary school cafeteria. One of her best line workers got in a verbal altercation with a newly hired worker over the use of the vertical cutting machine. Both workers were arguing loudly and using profane language where students could hear them. The principal heard about the incident and asked Megan to take care of investigating the incident.

Response #1:

Response #2:
Key Message

For any leader dealing with a conflict or difficult behavior, the ultimate goal should be achieving a positive resolution.

Key Message

When dealing with conflict, win-win results are possible if you implement positive conflict resolution strategies.
Key Message
Our attitudes have a large impact on how we handle any situation, including interactions with our team members.

Key Message
We can always choose how we respond to others.
Key Message
A positive attitude builds enthusiasm, enhances creative problem solving, and causes good things to happen more often.

Notes
Responding to Conflict

Directions: Listed below are various ways to respond to conflict. Place a check mark in the corresponding box to indicate whether the response is effective.

<table>
<thead>
<tr>
<th>Technique</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Avoid the person or issue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Try to understand another point of view</td>
<td></td>
<td></td>
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<tr>
<td>Take the blame</td>
<td></td>
<td></td>
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<tr>
<td>Give in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apologize</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whine/complain to get your way</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pretend to agree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discuss until you come to an agreement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work toward a mutual solution</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Wrap Up and Conclusion

Questions

Post-Assessment

Institute of Child Nutrition

The University of Mississippi
School of Applied Sciences
800-321-3054
www.theicn.org

Notes