

Managing Personalities and Conflict

Participant's Workbook



Managing Personalities and Conflict

Participant's Workbook

PROJECT COORDINATOR

Lewanda Morse, PhD

EXECUTIVE DIRECTOR

Aleshia Hall-Campbell, PhD, MPH



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

USDA Professional Standards Codes:

3400 (Human Resources and Staff Training)

4100 (Communications and Marketing)

Institute of Child Nutrition The University of Mississippi

The Institute of Child Nutrition was authorized by Congress in 1989 and established in 1990 at the University of Mississippi in Oxford and is operated in collaboration with The University of Southern Mississippi in Hattiesburg. The Institute operates under a grant agreement with the United States Department of Agriculture, Food and Nutrition Service.

PURPOSE: Improve the operation of child nutrition programs through research, education and training, and information dissemination.

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.

This project has been funded at least in part with Federal funds from the U. S. Department of Agriculture, Food and Nutrition Service through an agreement with the Institute of Child Nutrition at the University of Mississippi. The content of this publication does not necessarily reflect the views or policies of the U.S. Department of Agriculture, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotope, American Sign Language, etc.) should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing, or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at <https://www.usda.gov/sites/default/files/documents/usda-program-discrimination-complaint-form.pdf> and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) Mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW, Washington, D.C. 20250-9410;
- (2) Fax: (202) 690-7442; or
- (3) Email: program.intake@usda.gov

The USDA is an equal opportunity provider, employer, and lender.

The University of Mississippi is an EEO/AA/Title VI/Title IX/Section 504/ADA/ADEA Employer.

Except as provided below, you may freely use the text and information contained in this document for non-profit or educational use with no cost to the participant for the training providing the following credit is included. These materials may not be incorporated into other websites or textbooks and may not be sold.

Suggested Reference Citation:

Institute of Child Nutrition. (2020). *Managing personalities and conflict*. University, MS: Author.

The photographs and images in this document may be owned by third parties and used by the University of Mississippi under a licensing agreement. The University cannot, therefore, grant permission to use these images. Please contact helpdesk@theicn.org for more information.

©2020, Institute of Child Nutrition, The University of Mississippi, School of Applied Sciences

August 20, 2020

Table of Contents

Participant's Information.....	1
Goal	1
Course Description	1
Intended Audience.....	1
Workbook Format	1
USDA Professional Standards.....	2
Key Areas	2
Course Objectives	3
Ground Rules	Error! Bookmark not defined.
Course Outline.....	4
Introduction	5
Lesson 1: Generations	9
Let's Compare the Generations.....	11
Which Generation Am I?.....	17
Increasing Generational Productivity	20
Lesson 2: Personalities, Stereotypes, & Biases	21
Shape Assessment.....	23
Shape Assessment Reflection	27
Where's the Bias?.....	30
Bias and Stereotype Reflection	32
Ways to Counter Unconscious Bias as an Individual.....	33
Lesson 3: Non-Productive Behaviors and Conflict	35
The Big 7	37
Role Play Scenario #1	39
Role Play Scenario #2	41
Reality Practice.....	45
Responding to Conflict.....	50
Wrap Up and Conclusion	51

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 excellent 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

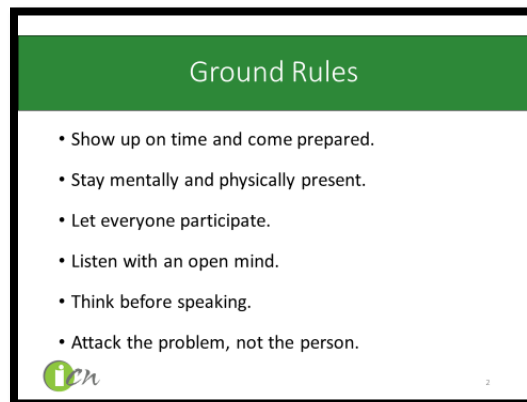
Course Objectives

- 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

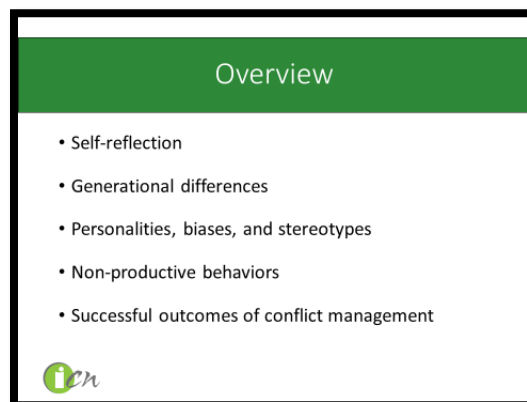
Duration	Lesson	Activities
25 minutes	Introduction	<ul style="list-style-type: none"> Welcome and Introductions Pre-Assessment Shapes Ice Breaker Overview
65 minutes	Lesson 1: Generations	<ul style="list-style-type: none"> Let's Compare the Generations Which Generation Am I? Increasing Generational Productivity
70 minutes	Lesson 2: Personalities, Stereotypes, & Biases	<ul style="list-style-type: none"> Shape Assessment Shape Assessment Reflection Where's the Bias? Bias and Stereotype Reflection Ways to Counter Unconscious Bias as an Individual
70 minutes	Lesson 3: Non-Productive Behaviors & Conflict	<ul style="list-style-type: none"> The Big 7 Role Play Scenarios Reality Practice Responding to Conflict
10 minutes	Conclusion	<ul style="list-style-type: none"> Wrap-up Post-Assessment Course Evaluation Certificates
4 hours	Total Course Duration	

Introduction



Key Message

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



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.

Objectives – Lesson 1

- 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.



Objectives – Lesson 2

- Identify the role personalities, biases, and stereotypes play in conflict.
- Explain the difference between implicit and explicit bias.



Objectives – Lesson 3

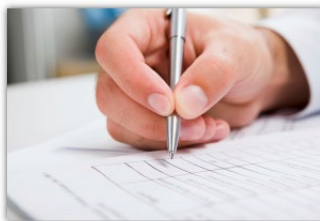
- Identify at least two causes of conflict in the workplace.
- Describe at least three non-productive behaviors and the related effective management techniques.
- Explain the role attitude plays in effective conflict management.
- List the steps to achieve win-win results in conflict management.



Key Message

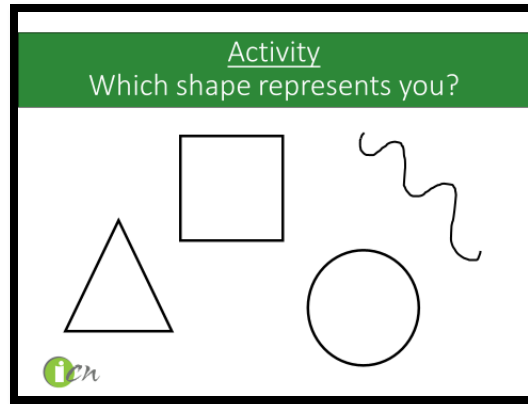
The objectives are the specific actions that participants should be able to perform at the end of the training.

Pre-Assessment



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

Generations


- Complex needs of staff
 - Maturation of each individual
 - Influence from team members on the individual
 - Overall dynamics of society
- Five generations
- Different preferences
- Characteristic patterns



Video Generational Perspectives

vimeo.com/427482803

Video is embedded in ppt slide and will play automatically.




Key Message

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

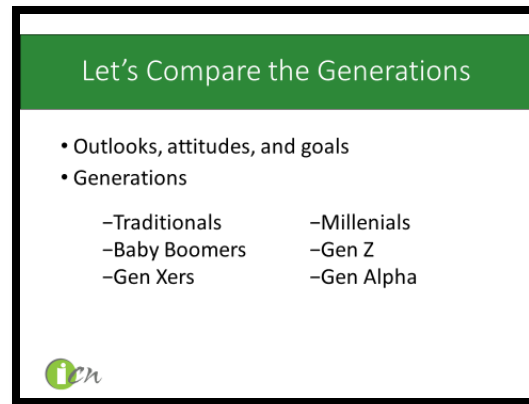
Generational Perspectives

- Want to:
 - Be appreciated and know our work is valued
 - Know what's going on and what we can expect
- Influenced by society and world-at-large
- Recurring patterns – not stereotypes



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

	<i>TRADITIONALS</i>	<i>BABY BOOMERS</i>	<i>GEN XERS</i>	<i>MILLENNIALS</i>	<i>GEN Z</i>
<i>BIRTH YEARS</i>	1930–1945	1946–1964	1965–1976	1977–1995	1995–2012
<i>NICKNAMES</i>	<ul style="list-style-type: none"> • Veterans • Forgotten Generation • Silent Generation 	<ul style="list-style-type: none"> • Boomers • Me Generation • Moral Authority 	<ul style="list-style-type: none"> • Post Boomers 	<ul style="list-style-type: none"> • Millennials • Generation Next • Echo Boomers 	<ul style="list-style-type: none"> • Centennials • Generation 9/11
<i>INFLUENCERS</i>	<ul style="list-style-type: none"> • Great Depression • World War II • Korean War 	<ul style="list-style-type: none"> • Civil Rights • Vietnam War • Space travel • Cold War • “American Dream” 	<ul style="list-style-type: none"> • Energy Crisis • End of Cold War • Watergate • Latchkey kids and day care 	<ul style="list-style-type: none"> • Terrorist attacks • AIDS epidemic • Economic expansion • Children of divorce • Kids with schedules 	<ul style="list-style-type: none"> • War on terror • Great Recession • School shootings • Cyberbullying • Shifting gender roles
<i>TECHNOLOGY</i>	<ul style="list-style-type: none"> • Trying to adapt 	<ul style="list-style-type: none"> • Acquired as developed 	<ul style="list-style-type: none"> • Grew up without it, now integrated into daily lives 	<ul style="list-style-type: none"> • Extremely tech-savvy 	<ul style="list-style-type: none"> • True digital natives; grew up with the internet
<i>WORK ETHIC</i>	<ul style="list-style-type: none"> • Dedicated and loyal • Value hard work • Work comes first • Honor • Good attitudes and attendance 	<ul style="list-style-type: none"> • Question everything • Loyal • Enjoy teamwork 	<ul style="list-style-type: none"> • Self-reliant • Desire structure and direction • Work smarter not harder • Project-oriented 	<ul style="list-style-type: none"> • Sense of entitlement • Loyal to peers • Value collaboration • Highly creative • Great multitaskers 	<ul style="list-style-type: none"> • Master at multitasking • Tolerant • Strong collaboration skills • Share everything
<i>PROMOTIONS</i>	<ul style="list-style-type: none"> • Age and seniority 	<ul style="list-style-type: none"> • Experience 	<ul style="list-style-type: none"> • Education and merit 	<ul style="list-style-type: none"> • Achievements 	<ul style="list-style-type: none"> • Knowledge
<i>VIEW OF AUTHORITY</i>	<ul style="list-style-type: none"> • Age and seniority 	<ul style="list-style-type: none"> • Time on the job 	<ul style="list-style-type: none"> • Resent being micromanaged • Not intimidated by titles or authority 	<ul style="list-style-type: none"> • Value mentors • High expectations of bosses 	<ul style="list-style-type: none"> • Need guidance

	<i>TRADITIONALS</i>	<i>BABY BOOMERS</i>	<i>GEN XERS</i>	<i>MILLENNIALS</i>	<i>GEN Z</i>
<i>WORK/LIFE BALANCE</i>	<ul style="list-style-type: none"> • Duty before fun • Get the job done 	<ul style="list-style-type: none"> • Big imbalance – workaholics who invented the 50-hr work week 	<ul style="list-style-type: none"> • Clear balance • No attachment to job or employer 	<ul style="list-style-type: none"> • Flexibility • Long term on own negotiated terms 	<ul style="list-style-type: none"> • Balance • Want time to volunteer and give back
<i>CHALLENGES</i>	<ul style="list-style-type: none"> • Do not respond well to ambiguity • Do not adapt well to change • Avoid conflict 	<ul style="list-style-type: none"> • Expect everyone to be workaholics • Judgmental • Do not like change or conflict 	<ul style="list-style-type: none"> • Dislike rigid requirements • Reject rules • Cynical and skeptical • Lack people skills 	<ul style="list-style-type: none"> • Respond poorly to authoritarians • Lack skills for dealing with difficult people • Want meaningful projects 	<ul style="list-style-type: none"> • Need flexibility • Tight connection with parents • Entrepreneurial
<i>WORK CHARACTERISTICS</i>	<ul style="list-style-type: none"> • Rule followers • Strong sense of right and wrong 	<ul style="list-style-type: none"> • Value ambition and teamwork • Want to make a difference and have a chance to shine 	<ul style="list-style-type: none"> • Flexibility and challenges • Good task managers • Adapt well to change 	<ul style="list-style-type: none"> • Achievement and goal-oriented • Highly competitive • Want to be challenged and to work with positive, fun people 	<ul style="list-style-type: none"> • Leverage technology for any task • Challenge status quo • More global mindset • Value diversity • Want to contribute
<i>COMMUNICATION</i>	<ul style="list-style-type: none"> • Personal • One-on-one 	<ul style="list-style-type: none"> • Direct • Open • In-person 	<ul style="list-style-type: none"> • Immediate • Electronic • Be blunt/direct 	<ul style="list-style-type: none"> • Polite • Motivational • Tech-based • Be positive 	<ul style="list-style-type: none"> • Frequent via text or social media
<i>FEEDBACK</i>	<ul style="list-style-type: none"> • Will listen • Believe “no news is good news” 	<ul style="list-style-type: none"> • Provide it with documentation • Helps them feel in control 	<ul style="list-style-type: none"> • Will ask for it • Desire for it to be ongoing 	<ul style="list-style-type: none"> • Crave positive reinforcement • Need positive feedback as part of everyday life 	<ul style="list-style-type: none"> • Will ask for it constantly • Immediate

	<i>TRADITIONALS</i>	<i>BABY BOOMERS</i>	<i>GEN XERS</i>	<i>MILLENNIALS</i>	<i>GEN Z</i>
<i>REWARDS</i>	<ul style="list-style-type: none"> • A job well done equals job satisfaction • Individual and private • Acknowledge you respect their experience 	<ul style="list-style-type: none"> • Public attention • Public recognition 	<ul style="list-style-type: none"> • No public recognition • Want freedom/independence and time off 	<ul style="list-style-type: none"> • Public recognition • Value when their mentors/leaders receive recognition 	<ul style="list-style-type: none"> • Flexibility
<i>LEADERSHIP STYLE</i>	<ul style="list-style-type: none"> • Chain-of-command 	<ul style="list-style-type: none"> • Consensus or collegial 	<ul style="list-style-type: none"> • Competent • Questioning • Equal treatment 	<ul style="list-style-type: none"> • Still being determined but likely based on recognition and achievement 	<ul style="list-style-type: none"> • Not enough experience – will have to wait and see
<i>OTHER</i>	<ul style="list-style-type: none"> • Want to know their experience is valued • Encourage them to share experiences and expertise 	<ul style="list-style-type: none"> • Anti-war and anti-government • Let them know their ideas matter, and their work is valued. 	<ul style="list-style-type: none"> • Merit = entitlement • Want the latest technology and to have fun 	<ul style="list-style-type: none"> • Most educated generation • Strong attachment to parents 	<ul style="list-style-type: none"> • Short attention spans • Expect instant answers • Struggle to evaluate critically

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
1965 to 1976
Energy Crisis, end of the Cold War, Watergate
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
Clear work/life balance Move easily between jobs
Flexibility and challenge Adapt well to change – good task managers
Want feedback – resent intrusive supervision Not intimidated by authority
Dislike rigid requirements and reject rules Cynical and skeptical Lack people skills
Immediate and electronic communication Be blunt/direct

Millennials
1977 to 1995
Terrorist attacks, AIDS epidemic, economic expansion 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
Highly creative – fast workers and great multitaskers Flexibility from technology
Want to be challenged and work with positive, fun people Respond poorly to strict hierarchy/authoritarian leaders
Dislike menial tasks Need supervision, structure, and discipline
Expect to be treated with respect Feel devalued if projects lack meaning
Polite, motivational, tech-based communication Be humorous and positive Give feedback often; will ask for it

Gen Z
1995 to 2012
War on terror, Great Recession, school shootings, cyberbullying, shifting gender roles
True digital natives - Grew up with the internet
Masters at multitasking - Leverage technology for any task
Shorter attention spans
Short, concise chunks of information
Expect instant answers
Learn anything, anywhere, anytime
Quick to take first answer – struggle to critically evaluate

More about Gen Z
Frequent communication via text or social media
Equality, challenge the status quo, more global mindset More tolerant and value diversity
Strong collaboration skills - Share everything
Stable work/life balance – time to volunteer and give back Tight connection with parents
Constant, immediate feedback Want to contribute knowledge and opinions


Generational Differences

- Patterns of behavior
- How they interact
- Some who do not fit


Activity

Which Generation Am I?



Which Generation Am I? worksheet

1. Answer the questions
2. Tally your score
3. Reflect



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.

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

Score 10 – 25
Traditionals

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.

Score 26 – 30
Baby Boomer

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.

Score 31 – 35
Gen X

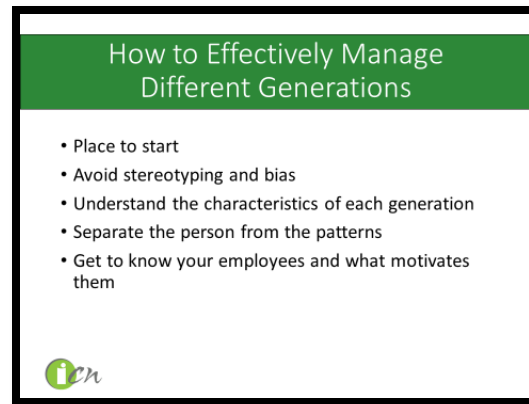
You are fun, laid back, and very independent. You are willing to take risks and live your life however you see fit. In addition, you are casual, accepting, and friendly, which makes you see everyone as equal.

Score 36 – 40
Millennial

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.

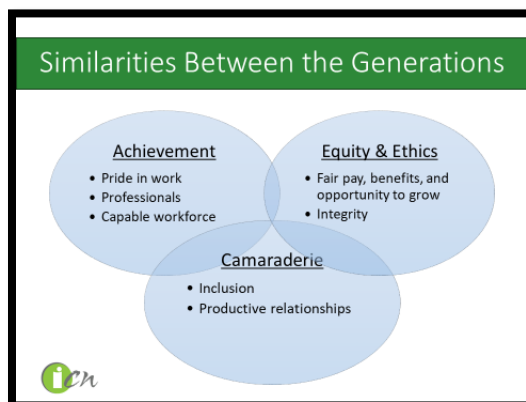
Which generation am I? _____.

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.



Activity
Increasing Generational Productivity

Increasing Generational Productivity worksheet

1. Steps to increase performance and collaboration
2. Record responses
3. Report out

ich

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.

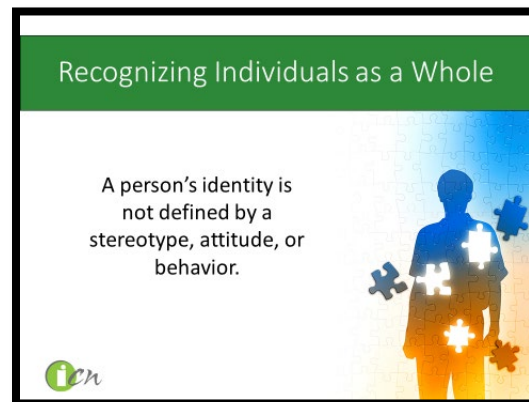
Increasing Generational Productivity

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

	TRADITIONALS	BABY BOOMERS	GEN XERS	MILLENNIALS
COMMUNICATION SKILLS				
WORK/LIFE BALANCE				
WORK ETHIC				
USE OF TECHNOLOGY				
PEER MENTORING				

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.


Personality Assessments

- Not a label
- Characteristics of personalities




Activity

Shape Assessment



Shape Assessment handout

1. Review and discuss description of group's shape
2. Choose a spokesperson
3. Report out



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!”

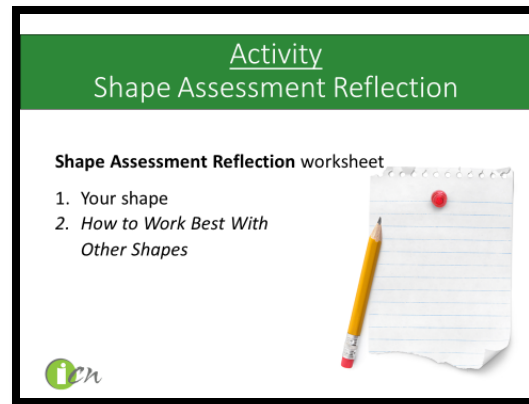
Suggestions for Change

- 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


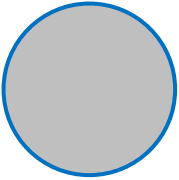
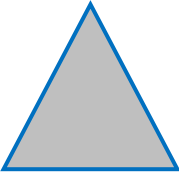

Adapted from <http://listening2leaders.com/shape-quiz-learn-colleagues/>

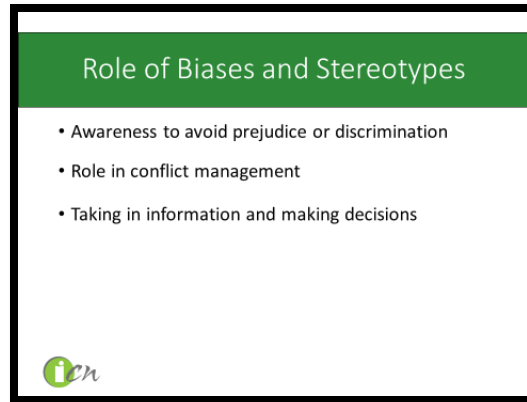


Shape Assessment Reflection

Directions:

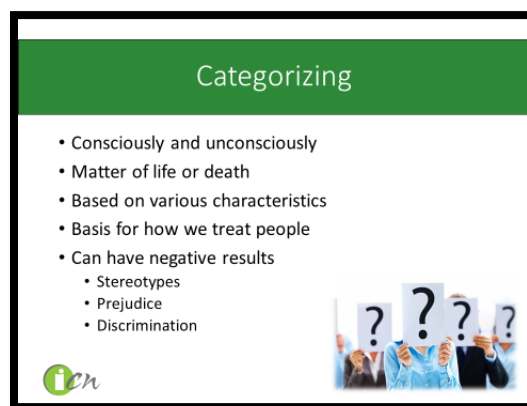
- 1) Consider the shape you chose for your personality.
- 2) Write down suggestions you might use when working with the other shapes.

SHAPES	HOW TO BEST WORK WITH THIS SHAPE
	
	
	
	



Key Message

Both biases and stereotypes affect workplace relationships.





Key Message

We unconsciously categorize people all the time based on social, behavioral, or a myriad of other characteristics.

Stereotypes

- Believing all people (in groups or with similar characteristics) will behave or react the same
- Develop over a lifetime
 - Experiences
 - Skewed information
 - Another person's perception
- Negative or positive




Key Message

Stereotypes often develop over the lifetime of a person due to experiences, skewed information, or another person's perception.

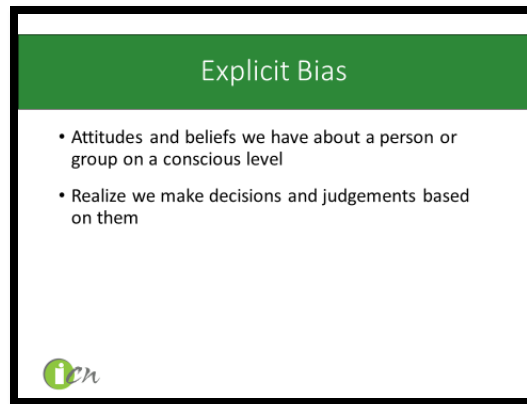
Biases

- What causes us to feel or show special treatment in favor or against a person or group of people
- At least two forms
 - Explicit bias: deliberately form & easy to express
 - Implicit bias: involuntary & unaware it exists



Key Message

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



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.

i cn

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.

i cn


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.

i cn

Implicit Bias

- Also known as unconscious bias
- Unaware of or unclear of their origins but can negatively affect you or others
- Be mindful





Activity

Bias and Stereotype Reflection

Bias and Stereotype Reflection worksheet

1. Consider the diversity of your team
2. Three questions:
 - Reflect
 - Answer





Activity

Counter Unconscious Bias

Ways to Counter Unconscious Bias as an Individual handout

1. Most useful tips
2. Share successes
3. Report out



Key Message

Implicit biases are those we are unaware of or unclear of their origins but can negatively affect you or others.

Notes

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

- Institute of Child Nutrition

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

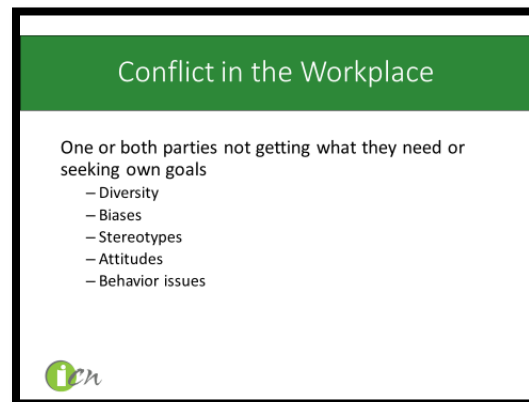
Exercise empathy.

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



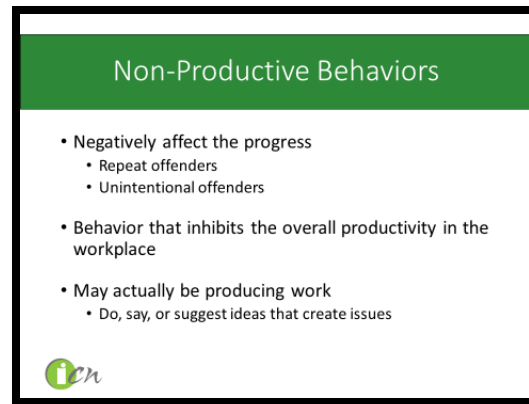
Key Message

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



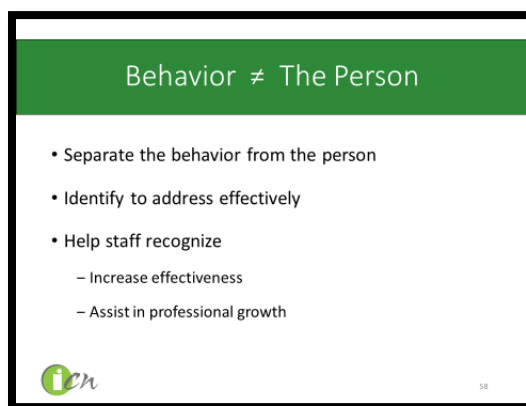
Key Message

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


The Big 7 Arguers	
<u>Definition/Explanation</u> <ul style="list-style-type: none"> • Opportunity to disagree • Questioning becomes annoying and disruptive 	<u>Tips and Strategies</u> <ul style="list-style-type: none"> • Paraphrase position • Lower voice volume • Keep your cool • Change the focus




The Big 7 Aggressors	
<u>Definition/Explanation</u> <ul style="list-style-type: none"> • Going after ideas – critical /vicious manner • Blaming others • Showing hostility/anger • Putting down ideas 	<u>Tips and Strategies</u> <ul style="list-style-type: none"> • Keep your cool • Don't respond with anger • Be assertive and optimistic



The Big 7 Complainers	
<u>Definition/Explanation</u> <ul style="list-style-type: none"> • Finds fault, blames or puts down • Whining – unfair; always dissatisfied • Sarcastic and snarky 	<u>Tips and Strategies</u> <ul style="list-style-type: none"> • 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




The Big 7 Bullies	
<u>Definition/Explanation</u> <ul style="list-style-type: none"> • Mentally or physically harms others • Intentional malicious treatment of others • Forces themselves on others 	<u>Tips and Strategies</u> <ul style="list-style-type: none"> • 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

<u>Definition/Explanation</u>	<u>Tips and Strategies</u>
<ul style="list-style-type: none"> • Loves to hear own voice • Monopolizes the conversation 	<ul style="list-style-type: none"> • 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

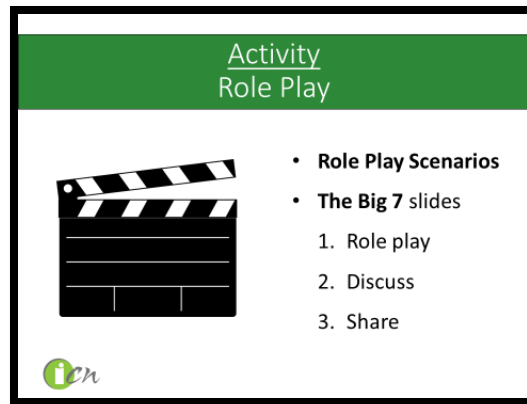
<u>Definition/Explanation</u>	<u>Tips and Strategies</u>
<ul style="list-style-type: none"> • Highly assertive and outspoken • Very controlling and self-assured 	<ul style="list-style-type: none"> • Ask questions • Restate the reason for the directive • Invite them to participate in a further discussion at a later date



The Big 7 Harassers

<u>Definition/Explanation</u>	<u>Tips and Strategies</u>
<ul style="list-style-type: none"> • Unwelcome or inappropriate sexual remarks and advances • Continues to harass even when told "no" 	<ul style="list-style-type: none"> • 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.

1. What is the source of this conflict?

- 40

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.

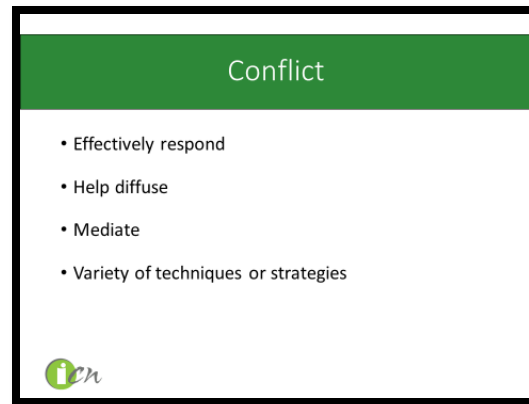
Susan then goes to the walk-in refrigerator to get more lettuce. While Susan walks away, Liz pushes Susan with her four-wheel cart.

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

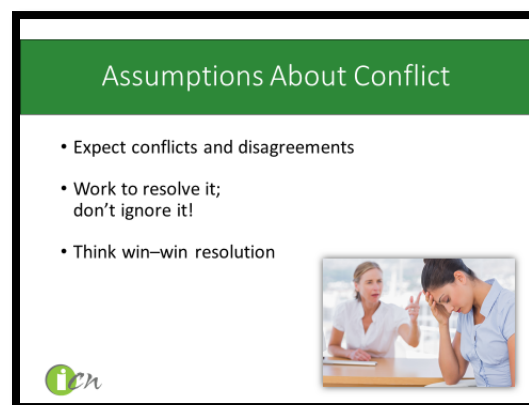
Susan: Stop pushing me, Liz. You have no right to get physical with me. I am going to Toni with this.

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

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.

Other Causes of Conflict

- Miscommunication
- Personality clashes
- Competition for resources
- Authority issues



More Causes of Conflict

- Lack of cooperation
- Differences over method or style
- Low performance
- Value or goal differences





Key Message

There is a variety of causes of conflict.



Destructive Conflict

- Unable to work on what is most important
- Energy is diverted
- Healing is not fostered
- Destroys morale
- Reinforces poor self-concept



Constructive Conflict



- Open for discussion
- Group cohesiveness
- Mutual understanding
- Think differently
- Solutions or resolutions



Activity Reality Practice

Reality Practice worksheet

1. Scenarios
2. Effective Solutions
3. Share



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

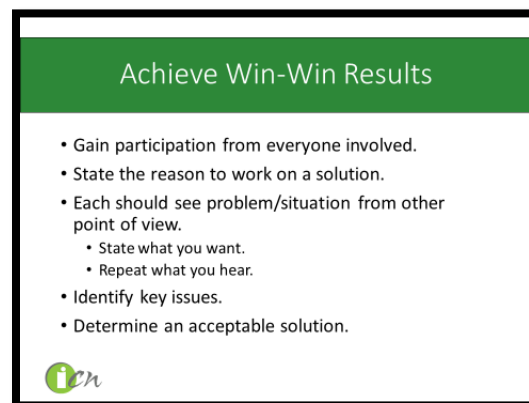
Megan is the manager of a large elementary school cafeteria. One of her best line workers got in a verbal altercation with a newly hired worker over the use of the vertical cutting machine. Both workers were arguing loudly and using profane language where students could hear them. The principal heard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

Response #1:

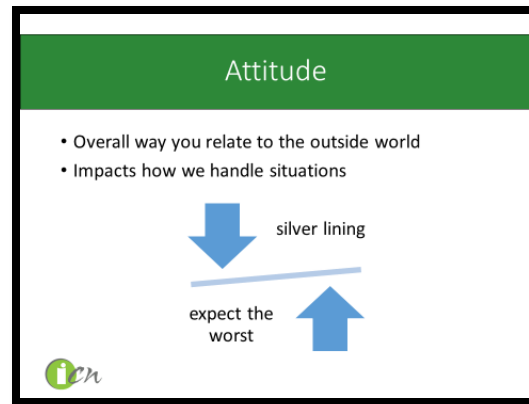
Response #2:

**Key Message**

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

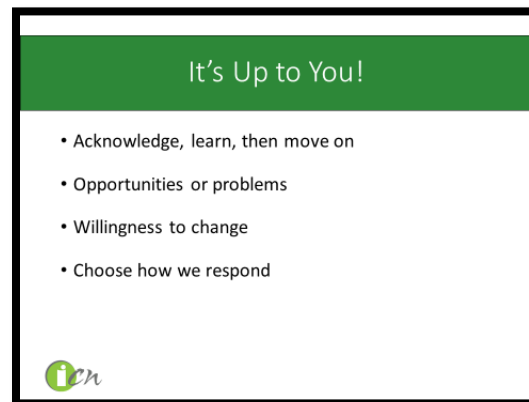
**Key Message**

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.

Share Your Positivity

- Offer an enthusiastic greeting
- Be purposefully positive
- Smile
- Laugh
- Share uplifting stories
- Set a positive example





Activity

Responding to Conflict

Responding to Conflict worksheet

- Differentiate between effective and ineffective responses to conflict.



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.

Technique	Yes	No
Avoid the person or issue		
Try to understand another point of view		
Take the blame		
Give in		
Apologize		
Whine/complain to get your way		
Pretend to agree		
Discuss until you come to an agreement		
Work toward a mutual solution		

Wrap Up and Conclusion



Notes