Managing Personalities and Conflict

Instructor's Guide

Communication

Personalities

Generations

Resolution

Conflict

INSTITUTE OF
child nutrition
RESOURCES • TRAINING • RESEARCH

Managing Personalities and Conflict

Instructor's Guide

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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

Institute of Child Nutrition
The University of Mississippi

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

August 20, 2020

Table of Contents

Instructor Information

Role of Instructor

As the instructor, you should **present the course as directed in this guide**. It is important to ensure the course goal and objectives are covered fully and correctly. You should not add materials or content, except for examples and feedback, to help clarify existing content or questions from participants.

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. Your role is to facilitate the activities and guide the conversations so the learners walk away with knowledge and skills that they can apply on the job. Do not simply read the content from this guide or the PowerPoint presentation. It is up to you to make this course relevant, exciting, and important.

Guide 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 that should be conveyed to participants
- **Background Information –** Additional information that may be helpful when teaching the key message
- **Facilitation Guidance –** Steps for facilitating the learning and/or activity
- **Lesson Resources –** Supplemental materials that may be helpful
- **Participant's Workbook (PW) –** Correlated page numbers from the PW
- **Materials –** Resources, handouts, worksheets, etc. required for the activity
- **Timing –** Suggested time to allow for the activity
- **Instructor's Note –** Tips or information for the instructor

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

USDA Professional Standards

Human Resources and Staff Training – 3400

Employee 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

Employee 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 communications 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.

Ground Rules

ICN has developed *Ground Rules for Training* mini-posters to help the class run smoothly and to promote a safe learning environment. For ICN-provided trainings, the posters are provided in the materials box. They can also be found on the [ICN Resources A-Z Index](#) page of the ICN website. Please post these in the room before the start of the training.

Preparation Checklist

The following list of general tasks should be completed before the training.

One Month before the Training

- ☐ Confirm the training date(s), location, and number of participants
- ☐ Facilitate pre-training call with host/site coordinator
- ☐ Arrange for equipment and supplies. Ensure you have the following:
    - o Microphone (preferably wireless)
    - o Projector and screen (or other surface for projection)
    - o Cables to connect projector to computer
    - o Computer (compatible with projector) loaded with MS PowerPoint
    - o Internet access and guest login information, if available
    - o Speakers (if there are audio or videos in the training)
    - o Wireless presenter device with laser pointer
    - o Chart paper with self-adhesive strips
    - o Painter's tape (Do not use masking tape)
    - o Markers (for chart paper)
    - o Sets of pens, pencils, highlighters, self-adhesive notes, and index cards for each table/group
    - o Name tags and table tents
- ☐ Download, print, and copy materials (*for non-ICN sponsored trainings*)**.**
    - o Participant's Workbooks (one for each participant)
    - o Agendas (one for each participant)
    - o Handouts (one for each participant)
    - o Pre-/Post-Assessments (one for each participant)
    - o Sign-in sheets
- ☐ Download and print Instructor's Guide
- ☐ Read and study the Instructor's Guide and PowerPoint slide deck
- ☐ Review all activities and familiarize yourself with the Participant's Workbook
- ☐ Request participant roster from host

One Week Before the Training

☐ Load PowerPoint slide deck on computer and make sure any audio/videos work
☐ Ensure you have the following materials:
   o Instructor's Guide
   o PowerPoint slide deck
   o Participants roster
☐ Confirm the site's hours of operation and obtain directions on how to gain access and where to park

Day of Training

- Arrive early. Give yourself plenty of time to get organized
- Ensure the room is set up properly
   o Ground Rules mini-posters and chart paper labeled Bike Rack displayed on the wall
   o Supplies distributed at each table
   o Chart paper and markers convenient to you
   o Sign-in sheets available for participants to sign
- Distribute/arrange materials for each participant
   o Participant's Workbook
   o Agenda
   o PowerPoint notes
   o Any handouts
   o One tent card and one name tag
- Test the equipment
- Start on time and stay on track
- Share the location of restrooms, water fountains, and any emergency procedures
- Ensure everyone signs the sign-in sheet(s)
- Have participants write an easy-to-remember, 4-digit identification number on pre- and post-assessments. Advise them they are not graded, rather ICN compares the results between pre and post to evaluate how much was learned and the effectiveness of the training
- Closely monitor any group activities. Walk among groups while they are working and answer any questions/offer guidance, as appropriate. Offer constructive feedback during discussions and share-out sessions

At the End of the Training

- Ensure each participant completes a course evaluation
- Distribute course certificates
- Collect the following materials:
    - o Sign-in sheets
    - o Post-Assessments
    - o Course evaluations

After the Training

- Clean up training materials
- Complete the trainer evaluation form
- Ensure assessments and evaluations are in the appropriate envelopes and give to host

Course Organization

Duration	Lesson	Activities	Materials
25 minutes	Introduction	• Welcome and Introductions • Pre-Assessment • Shapes Ice Breaker • Overview	• Name tags • Table tents • Markers • Pre-Assessments
65 minutes	Lesson 1: Generations	• Let's Compare the Generations • Which Generation Am I? • Increasing Generational Productivity	• *Generational Perspectives* video • *Let's Compare the Generations* handout • Highlighters • Chart paper • Markers • *Which Generation Am I?* worksheet • *Increasing Generational Productivity* worksheet
70 minutes	Lesson 2: Personalities, Stereotypes, & Biases	• Shape Assessment • Shape Assessment Reflection • Where's the Bias? • Bias and Stereotype Reflection • Ways to Counter Unconscious Bias as an Individual	• *Shape Assessment* handouts • *Shape Assessment Reflection* worksheet • *Bias and Stereotype Reflection* worksheet • *Ways to Counter Unconscious Bias as an Individual* handout • Highlighters
70 minutes	Lesson 3: Non-Productive Behaviors & Conflict	• The Big 7 • Role Play Scenarios • Reality Practice • Responding to Conflict	• Highlighters • *Role Play Scenarios* handout • *Reality Practice* handout • *Responding to Conflict* handout
10 minutes	Conclusion	• Wrap-up • Post-Assessment • Course Evaluation • Certificates	• Post-Assessments • Course Evaluations • Certificates
4 hours	**Total Course Duration**		

Instructor's Note: A 15-minute break is suggested between Lessons 1 and 2.

Introduction
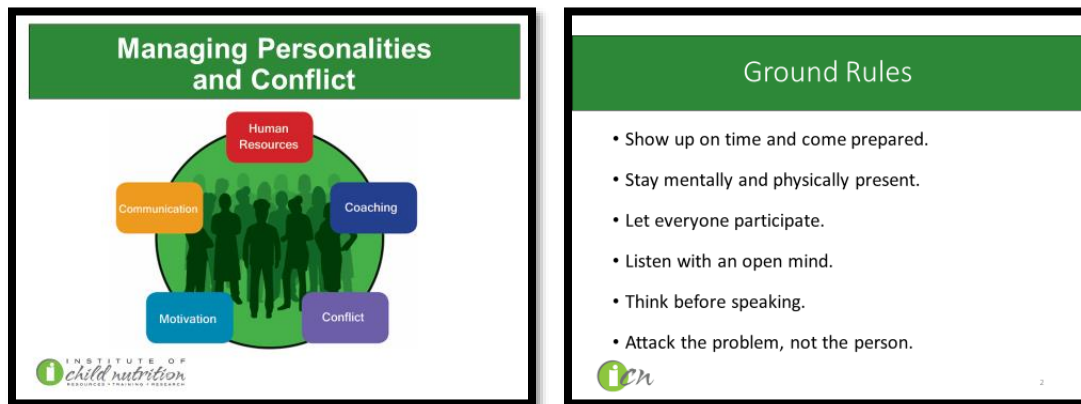
Key Message

This lesson introduces the course content, expectations, and you as the facilitator. Ground rules are a list of behavior expectations for team or group members while participating in a meeting or training. The rules should help create a welcoming and safe learning environment for everyone.

Facilitation Guidance

1) Introduce yourself and welcome participants.
2) Have participants write their names on name tags and table tents.
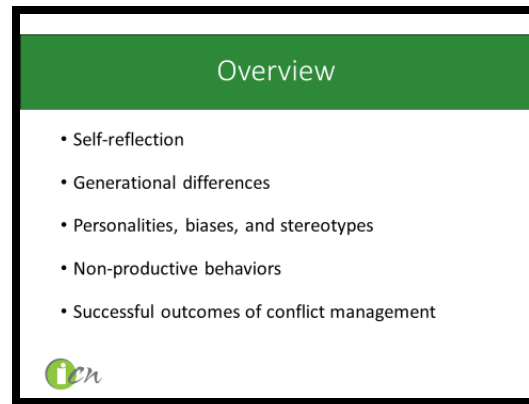3) Review ground rules.
4) Explain purpose of Bike Rack.

Lesson Resources

1) *Ground Rules* mini-posters

Materials

- Table tents
- Name tags
- Markers

Participant's Workbook: page 5

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 own personalities and attitudes, in addition to any existing biases and stereotypes.

Background Information

Participants will learn about the differences in the five most recent generations and the impact they have on workplace relationships. The second lesson will reflect on personalities, biases, and stereotypes and the role they play in conflict management. The last lesson identifies non-productive behaviors and highlights skills that can help promote successful outcomes in various conflicts.

Participant's Workbook: page 5

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.

Participant's Workbook: page 6
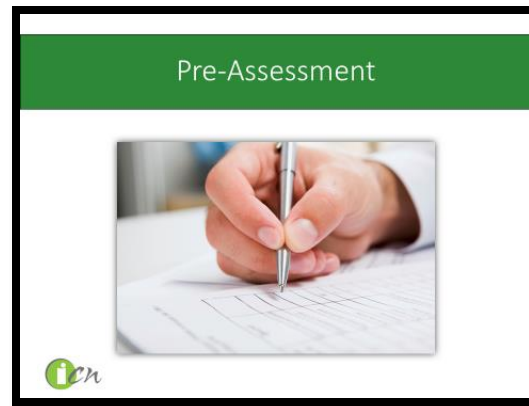
Key Message

ICN does not grade the assessments; rather, they compare the results between pre- and post-assessments to evaluate the effectiveness of the training.

Facilitation Guidance

1) Distribute the pre-assessments.
2) Ask participants to write an easy-to-remember, 4-digit identification number on the assessment. They will need to remember this number to put on the post-assessment as well.
3) Recommend they write the 4-digit number inside their name tent to help remember it at the end of the training.
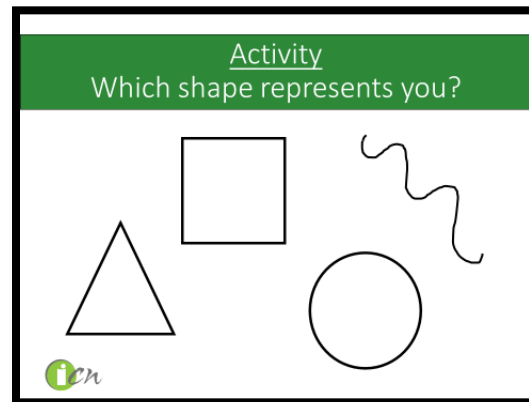4) Allow participants to complete the assessments, and then collect them.

Materials

- Pre-assessment

Timing: 5 minutes

Participant's Workbook: page 6

Ice Breaker

Key Message

There are no right or wrong answers for this activity.

Background Information

Participant introductions offer you an opportunity to learn about the demographics of the group, get the participants up and engaged, and provide information for an activity later in this training.

Facilitation Guidance

1) Ask participants to choose the shape that best represents them and to think about why they feel that way.

2) Have them introduce themselves to a neighbor and share the shape they picked and the number of years they have worked in child nutrition. Tell them to be prepared to introduce their partner to the group.

3) Have them introduce their partner to the group.

Timing: 10 minutes (5 minutes for introductions and 5 minutes for sharing out)

Participant's Workbook: page 7

Lesson 1: Generations
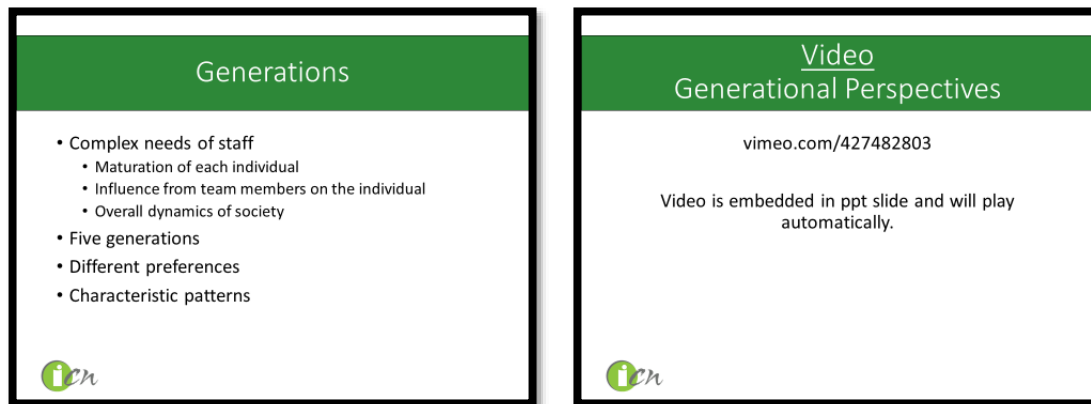
Key Message

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

Background Information

To be an effective leader, it is important to understand the complex needs of the staff. Many things influence those needs, such as maturation rates, influence from others, and the overall dynamics of society. For the first time, there are five generations eligible for the workforce, resulting in the largest range of working generations. Leaders need to be aware of characteristic patterns exhibited by each generation. These patterns are not intended to stereotype people, but rather to help identify generalized behaviors and beliefs.
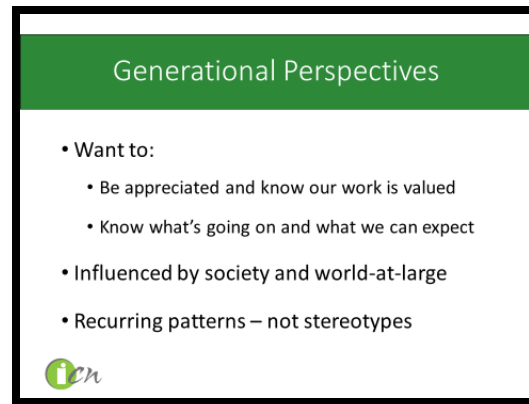
Facilitation Guidance

1) Discuss slide
2) Show *Generational Perspectives* video

Materials

- ICN's *Generational Perspectives* video
  https://theicn.org/resources/1450/managing-personalities-and-conflicts/115769/generations-in-the-workplace-video-2.mp4

Participant's Workbook: page 9

Key Message

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

Background Information

Everyone is influenced by the world in which they grow up. Societal changes and world events that occur during a person's childhood years play a role in their ideals, beliefs, and work ethic. As a result, researchers have identified recurring patterns in each generation. The six generations in order from oldest to youngest:

- Traditionals
- Baby Boomers

- Generation X
- Millennials

- Generation Z
- Gen Alpha

Instructor's Note: Gen Alpha, born from 2013 to 2025, will not be covered.

Participant's Workbook: page 9
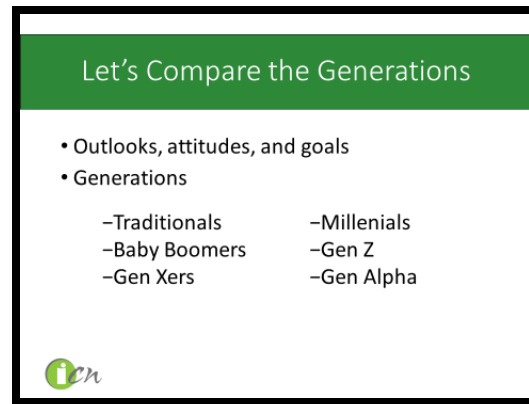
Key Message

Leaders need to be aware of each generation's characteristic patterns because this is the largest range of working generations.

Facilitation Guidance

1) On a piece of chart paper, make three columns:

    a. Column 1: Include the name and years of each generation

        • Traditionals (1930-1945)

        • Baby Boomers (1946-1964)

        • Gen Xers (1965-1976)

        • Millennials (1977-1995)

        • Gen Z (1995-2012)

    b. Column 2: Ask participants to raise their hand according to the generation. Record the numbers.

    c. Column 3: You will fill in this column after completing the *What Generation Am I?* activity.

Materials

- *Let's Compare the Generations* handout
- Highlighters
- Chart paper
- Marker

Participant's Workbook: pages 9-13

Let's Compare the Generations

	TRADITIONALS	BABY BOOMERS	GEN XERS	MILLENNIALS	GEN Z
BIRTH YEARS	1930–1945	1946–1964	1965–1976	1977–1995	1995–2012
NICKNAMES	• Veterans • Forgotten Generation • Silent Generation	• Boomers • Me Generation • Moral Authority	• Post Boomers	• Millennials • Generation Next • Echo Boomers	• Centennials • Generation 9/11
INFLUENCERS	• Great Depression • World War II • Korean War	• Civil Rights • Vietnam War • Space travel • Cold War • "American Dream"	• Energy Crisis • End of Cold War • Watergate • Latchkey kids and day care	• Terrorist attacks • AIDS epidemic • Economic expansion • Children of divorce • Kids with schedules	• War on terror • Great Recession • School shootings • Cyberbullying • Shifting gender roles
TECHNOLOGY	• Trying to adapt	• Acquired as developed	• Grew up without it, now integrated into daily lives	• Extremely tech-savvy	• True digital natives; grew up with the internet
WORK ETHIC	• Dedicated and loyal • Value hard work • Work comes first • Honor • Good attitudes and attendance	• Question everything • Loyal • Enjoy teamwork	• Self-reliant • Desire structure and direction • Work smarter not harder • Project-oriented	• Sense of entitlement • Loyal to peers • Value collaboration • Highly creative • Great multitaskers	• Master at multitasking • Tolerant • Strong collaboration skills • Share everything
PROMOTIONS	• Age and seniority	• Experience	• Education and merit	• Achievements	• Knowledge
VIEW OF AUTHORITY	• Age and seniority	• Time on the job	• Resent being micromanaged • Not intimidated by titles or authority	• Value mentors • High expectations of bosses	• Need guidance

	TRADITIONALS	BABY BOOMERS	GEN XERS	MILLENNIALS	GEN Z
WORK/LIFE BALANCE	• Duty before fun • Get the job done	• Big imbalance – workaholics who invented the 50-hr work week	• Clear balance • No attachment to job or employer	• Flexibility • Long term on own negotiated terms	• Balance • Want time to volunteer and give back
CHALLENGES	• Do not respond well to ambiguity • Do not adapt well to change • Avoid conflict	• Expect everyone to be workaholics • Judgmental • Do not like change or conflict	• Dislike rigid requirements • Reject rules • Cynical and skeptical • Lack people skills	• Respond poorly to authoritarians • Lack skills for dealing with difficult people • Want meaningful projects	• Need flexibility • Tight connection with parents • Entrepreneurial
WORK CHARACTERISTICS	• Rule followers • Strong sense of right and wrong	• Value ambition and teamwork • Want to make a difference and have a chance to shine	• Flexibility and challenges • Good task managers • Adapt well to change	• Achievement and goal-oriented • Highly competitive • Want to be challenged and to work with positive, fun people	• Leverage technology for any task • Challenge status quo • More global mindset • Value diversity • Want to contribute
COMMUNICATION	• Personal • One-on-one	• Direct • Open • In-person	• Immediate • Electronic • Be blunt/direct	• Polite • Motivational • Tech-based • Be positive	• Frequent via text or social media
FEEDBACK	• Will listen • Believe "no news is good news"	• Provide it with documentation • Helps them feel in control	• Will ask for it • Desire for it to be ongoing	• Crave positive reinforcement • Need positive feedback as part of everyday life	• Will ask for it constantly • Immediate

	TRADITIONALS	BABY BOOMERS	GEN XERS	MILLENNIALS	GEN Z
REWARDS	• A job well done equals job satisfaction • Individual and private • Acknowledge you respect their experience	• Public attention • Public recognition	• No public recognition • Want freedom/independence and time off	• Public recognition • Value when their mentors/leaders receive recognition	• Flexibility
LEADERSHIP STYLE	• Chain-of-command	• Consensus or collegial	• Competent • Questioning • Equal treatment	• Still being determined but likely based on recognition and achievement	• Not enough experience – will have to wait and see
OTHER	• Want to know their experience is valued • Encourage them to share experiences and expertise	• Anti-war and anti-government • Let them know their ideas matter, and their work is valued.	• Merit = entitlement • Want the latest technology and to have fun	• Most educated generation • Strong attachment to parents	• Short attention spans • Expect instant answers • Struggle to evaluate critically

Adapted from www.purdueglobal.edu

Traditionals	More About Traditionals
1930 to 1945	Honor, good attitudes, attendance, loyalty
Great Depression, World War II, and the Korean War	Rule followers – clearly defined rules and policies Strong sense of right/wrong – do not respond well to ambiguity
Trying to adapt to technology	"always been done" – do not adapt well to change Avoid conflict
Most dedicated and loyal employees Value hard work and believe work comes first	Personal, one-on-one communication
Work from 8–5; get the job done; maintain job security Value family but duty before fun	Will listen to any feedback Job satisfaction = job well done

Background Information

Let's start with the oldest generation in the workforce. The Traditionals (also known as Veterans, the Forgotten Generation, or the Silent Generation) were born about 1930 through 1945. The Great Depression, World War II, and the Korean War influenced their lives. As for technology, Hoover Dam was the biggest advancement, so Traditionals are trying to adapt. They are usually the most dedicated and loyal employees because they value hard work and believe work comes first. Their work ethic also demonstrates values of honor, good attitudes, attendance, and loyalty. They believe age equals seniority, which is the basis for authority and promotions. Traditionals will work from 8 a.m.–5 p.m. and get the job done. Although they value family, when it comes to a work/life balance, they work to maintain job security. As a result, they are rule followers and believe duty comes before fun. They want to be recognized and respected for their experience and believe in clearly defined rules/policies. They believe in the way things have "always been done," so they do not adapt well to change. However, they will avoid conflict. Traditionals have a strong sense of right and wrong, so they do not respond well to ambiguity. They prefer personal, one-on-one communication or a handwritten memo. They will listen to any feedback offered because their job satisfaction is a job well done. Reward them privately, on an individual level, and let them know their experience is respected. Traditionalist leaders will use a chain-of-command style of management.

Participant's Workbook: page14

Baby Boomers	More About Baby Boomers
1946 to 1964	Question everything – skeptical of authority
Civil Rights, Vietnam War, space travel, Cold War "American Dream"	Workaholics – invented the 50-hour workweek Huge work/life imbalance
	Clear, concise job expectations Direct Communication – open and in-person
Acquired technology as developed	Expect everyone to be workaholics Judgmental when someone disagrees with them
Anti-war and anti-government Value equal opportunities and equal rights	Do not like change or conflict. Let them know their ideas matter and that their work is valued.

Background Information

An estimated 76.4 million Baby Boomers were born from 1946 to about 1964. This generation is also known as the Me Generation and the Moral Authority. They were part of the population spike that occurred after World War II. More babies were born in 1964 than any other year prior, and the numbers continued to increase in years following. Historian Landon Jones described the trend as when, "the cry of the baby was heard across the land" (History.com Staff, 2010). The fight for civil rights, the Vietnam War, space travel, and the Cold War with Russia all influenced Boomers. As children, they were promised the "American Dream," which they have spent most of their lives pursuing. They have acquired technology as it has developed and believe education is a birthright. Typically, Boomers are anti-war and anti-government, while valuing equal opportunities and equal rights. They question everything and were originally skeptical of authority but are becoming more like Traditionals in their belief that time on the job equals authority. They are driven workaholics who invented the 50-hour workweek because they use long work hours to establish their self-worth. As a result, there is a huge work/life imbalance.

Boomers are loyal and enjoy teamwork. They value ambition and youthfulness but also want respect from younger workers. They want to know they are making a difference and have opportunities to shine. If given clear, concise job expectations, they will get it done. Unfortunately, Boomers expect everyone to be workaholics and become judgmental when someone disagrees with them. They do not like change and dislike conflict. Remember to let them know their ideas matter and that their work is valued. They respond well to public attention and recognition, so be sure to praise them; give them a title and something to put on the wall. Use a direct style when communicating with Boomers—openly and in person. Be sure to solicit their opinions or ideas to ensure buy-in. Baby Boomers in a leadership role tend to use a consensus or collegial approach.

Participant's Workbook: page 14

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

Background Information

Gen Xers or Post Boomers are part of a small generation born between 1965 and about 1976. They grew up during the Energy Crisis, end of the Cold War, and Watergate. The surge of dual-income families meant Xers were the first generation of latchkey kids, often home alone after school. They grew up in day cares and taking care of themselves. Most were in high school or college when they were first exposed to technology but have become very tech-savvy and integrate it into their daily lives. Education was expected and viewed as a way to succeed. As a result, they believe merit equals entitlement and promotions in the workforce. They are self-reliant but still desire structure and direction. They believe in working smarter, not harder, and eliminating unnecessary tasks. At work, they are project-oriented and believe they are paid to get the job done, working no more/no less to do that. With workaholic Boomer parents, they desire a clear work/life balance and are not worried about losing prestige for taking time off. They like a casual work environment where they can get in, get the work done, and move on. Work is about productivity, so they do not have an attachment to a job/employer and move easily between jobs. Xers value flexibility and challenge.

Since work is just a job, if they don't see the reason for a task, they will question it. They adapt well to change and are good task managers. Gen Xers are output focused but not at the expense of their work/life balance. They don't mind direction and want feedback, but resent intrusive supervision. As a result, authority doesn't intimidate them. Xers dislike rigid work requirements, reject rules, and are typically cynical and skeptical. They also lack people skills. Give them the latest technology and allow them to have fun at work, and they are productive. Communication should be immediate and electronic. Use email or text and be blunt/direct. Do not micromanage; allow them to be independent because they are very self-sufficient. Freedom and time off are the best rewards you can offer. No public recognition is necessary. For Xers in leadership positions, expect competence and to be challenged. They will ask why a lot and treat everyone the same.

Participant's Workbook: page 15

Millennials	More About Millennials
1977 to 1995	Highly creative – fast workers and great multitaskers Flexibility from technology
Terrorist attacks, AIDS epidemic, economic expansion Children of divorce – sheltered – strong attachment to parents	Want to be challenged and work with positive, fun people Respond poorly to strict hierarchy/authoritarian leaders
Kids with schedules Most educated – extremely tech savvy	Dislike menial tasks Need supervision, structure, and discipline
Sense of entitlement Very political and loyal to peers	Expect to be treated with respect Feel devalued if projects lack meaning
Value collaboration and mentors High expectations of bosses and managers	Polite, motivational, tech-based communication Be humorous and positive Give feedback often; will ask for it

Background Information

Also known as Generation Y, Generation Next, and Echo Boomers, Millennials were born from around 1977 to 1995. They are digital media natives who grew up in a child-focused world. Terrorist attacks and AIDS were both prevalent in society during their childhood. Frequently, they are the children of divorce with a strong attachment to their parents. They grew up being more sheltered than any previous generation. They experienced economic expansion and hope to be the next great generation (righting all the wrong in the world). This generation was always busy – the first generation of kids with schedules. Typically, they are the most educated generation and are extremely tech-savvy—always attached to their gadgets. They have a strong sense of entitlement but are also very political and loyal to peers. They value collaboration and understand the importance of having great mentors. As a result, they have high expectations of bosses and managers to assist them in attaining their professional goals. They are highly creative and believe that technology allows them to be productive and get the job done. They are fast workers and great multitaskers. They want long-term relationships with employers but on their own negotiated terms.

Often mocked as the generation when everyone received a trophy, they are achievement- and goal-oriented. Highly competitive, they want to be challenged and to work with positive, fun people. They do not respond well to strict hierarchy or authoritarian leaders. Due to their technical skills and education, they strongly dislike menial tasks and will feel devalued if projects have no personal meaning. They do have high expectations but need supervision and structure. They lack the skills to deal with difficult people, but expect to be treated with respect. Use polite, motivational, tech-based communication with them. Despite their age, they resent being talked down to. Be humorous and positive. Give them feedback often; they will ask for it. They consider it a personal reward when their leaders are publicly recognized. Their leadership style is still uncertain, but it's anticipated to be based on recognition and achievement.

Participant's Workbook: page15

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

Background Information

Born between 1995 and 2012, Gen Z is the newest generation in the workforce. They entered the world in the aftermath of the war on terror, the Great Recession, school shootings, cyberbullying, and shifting gender roles. Also known as Centennials or Generation 9/11, they currently make up 25.9% of the U.S. population. They are true digital natives; life didn't exist before social media. They are the first kids to grow up with the internet. They tend to use technology and social media for their benefit, to further their personal brand. They spend almost every waking hour digitally connected and are masters at multitasking and leveraging technology to accomplish any task. They grew up with instant access to information, which has resulted in shorter attention spans, a need for information to be presented in short, concise chunks, and an expectation of instant answers. Education and its rewards are valued, but they believe a person can learn anything, anywhere, anytime from the internet. They prefer frequent communication via text or social media and refrain from face-to-face interactions or lengthy conversations. Unfortunately, they are also quick to take the first answer given and struggle to evaluate information critically.

Since they have witnessed some of the most profound demographic shifts in history, they believe in equality, often challenge the status quo, and have a more global mindset. They are more tolerant of others and value diversity. They have been praised for being individuals and were encouraged to make their own way. They have strong collaboration skills and tend to share everything, no matter how personal. They seek a stable balance between work and life and have a tight connection with their parents; however, they also want time to volunteer and give back to society. They love constant, immediate feedback and want the opportunity to contribute their knowledge and opinions. They are self-directed and tend to be more focused on becoming entrepreneurs than working for others. Give them flexibility and support but be open to their ideas. As for leadership characteristics, we will have to wait and see!

Participant's Workbook: page 16
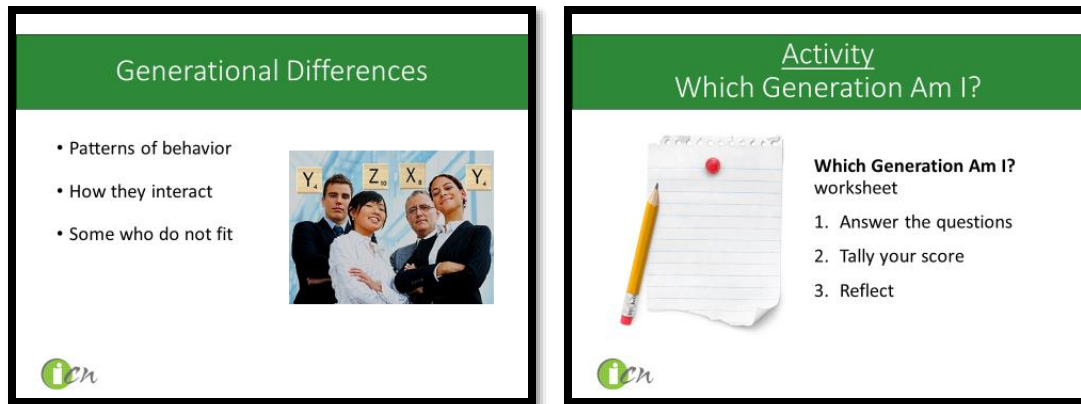
Key Message

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. For example, I was born a (_Gen Xer_); I use technology like a (_Millennial_), but my beliefs mirror those of a (_Traditionalist_).

Facilitation Guidance

1) Instruct participants to work individually and complete the Which Generation Am I? activity.

   a. Read each question/statement on the worksheet, then circle the answer in column 1, 2, 3, or 4 that is the best match for them personally. There should be one answer circled on each row.

   b. Tally the number of answers in each column and put the number in each blank at the bottom of the column.

   c. Multiply the number in each blank by the point value of the column. For example, if there are three answers circled in column 2, they would multiply 3 x 2 for a total of six points.

   d. Write the total of points in the row labeled Column Total.

   e. Add the Column Totals together and record the answer in the Grand Total.

   f. Finally, find the range their grand total falls within to determine their generation.

2) The third slide is done as an example. Leave on display for the participants to reference.

3) After everyone is finished, ask for a show of hands for who scored in each generation. Record the numbers in the third column of the chart paper.

4) Ask how many people's results fell outside of their generational age group. Discuss possible reasons why that happens. Emphasize that the generational characteristics are a starting point but not all fit. In general, the value questions move people back to previous generations, especially if they have been influenced by older generations.

Materials

- *Which Generation Am I?* worksheet
- Chart paper with three-columns from previous activity (page 19)
- marker

Timing: 10 minutes

Participant's Workbook: pages 16-18

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	= _____			

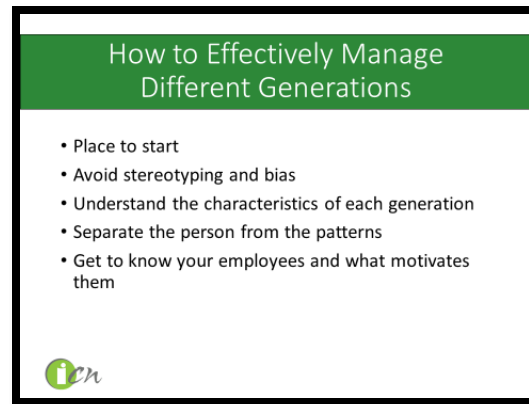|	
Score 10 – 25 **Traditionals**	You are a person of high values and character. Family, your country, loyalty, and hard work are all important to you. You are willing to do the right thing, even when it is difficult.
Score 26 – 30 **Baby Boomer**	You are optimistic and rebellious. You believe that you 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

How to Effectively Manage Different Generations

- Place to start
- Avoid stereotyping and bias
- Understand the characteristics of each generation
- Separate the person from the patterns
- Get to know your employees and what motivates them

Key Message

Knowing information about each generation may help leaders to interact with their employees more appropriately or effectively.

Background Information

It is important to remember that everyone born into a generation will not necessarily fit the recurring patterns, but it is a place to start when trying to relate to an employee. It is also important to avoid stereotyping or bias based on a generation's characteristic patterns. Try to understand the characteristics of each generation, but always separate the person from the patterns and get to know what motivates them individually.

Participant's Workbook: page 19
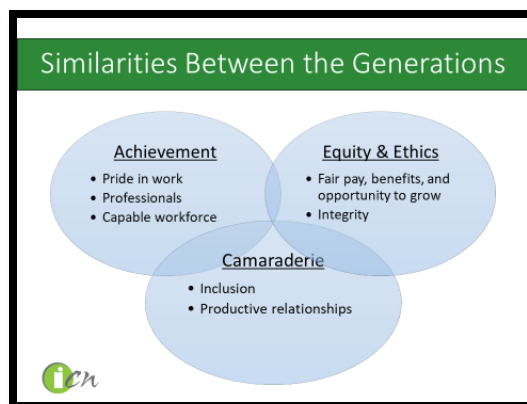
Key Message

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.

Background Information

Across the generations, they share three characteristics, starting with the area of achievement. They all take great pride in their work. Regardless of generation, most employees want to do a good job. Secondly, they want to be regarded as professionals in their job or area of expertise. Finally, employees want to feel they are a member of a capable workforce. The next area is camaraderie. There are two similarities between generations in this area.

First, there is a desire to be included—to feel a part of the group. Second, there is a desire to establish and develop productive relationships. This is vitally important to remember when dealing with a conflict between employees. At the heart of most people, regardless of age, is a desire to work together. Not every generation has the same ideas of what this looks like, but they all want their work relationships to be productive. The third and final area is equity and ethics.

Regardless of generation, employees want fair pay, benefits, and opportunities to grow and develop. They also believe that everyone should do their jobs with integrity. Just as with all of the differences, remember these are patterns, and not every employee will exhibit them. However, as these commonalities are cross-generational, as a leader, you can use them to your benefit as you deal with conflict.

Participant's Workbook: page 19
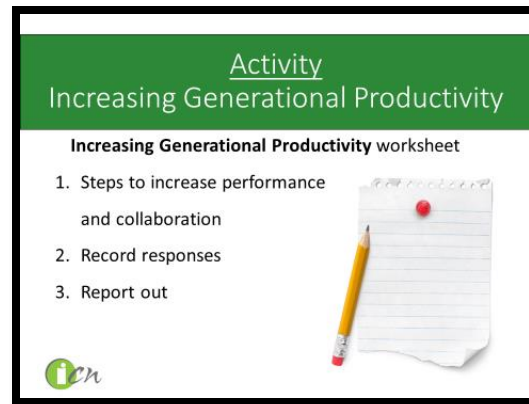
Facilitation Guidance

1) Break participants into four groups and assign each group one of the topics listed in the left column of the *Increasing Generational Productivity wo*rksheet.

2) Ask the groups to discuss what steps a leader could take to increase the performance of each generation for the assigned topic. Encourage them to keep the generational characteristics in mind.

3) Give participants about 5 minutes to complete the worksheet then have one member from each group report out.

Materials

- *Increasing Generational Productivity* worksheet

Timing: 5 minutes

Participant's Workbook: pages 19-20

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	**Use face-to-face interaction instead of email**	**Give clear, concise directions** **Provide in-person communication**	**Give fast, immediate feedback** **Be blunt and direct** **Use electronic communication**	**Give positive feedback** **Be motivational** **Use tech-based communication**
WORK/LIFE BALANCE	**Dedicated and loyal** **Focus on duty before fun**	**Are workaholics**	**Desire a clear balance**	**Want flexibility**
WORK ETHIC	**Believe in getting the job done**	**Prefer teamwork**	**Have no attachment to job or employer** **Want flexibility**	**Value collaboration** **Highly creative**
USE OF TECHNOLOGY	**Trying to adapt** **Be patient with their skill level**	**Have acquired it as it has been developed** **Be patient with their skill level**	**Integrated it into their daily lives** **Expect it to be available**	**Tech-savvy**
PEER MENTORING	**Allow them to lead teams and mentor others**	**Value their ideas and opinions**	**Give them leadership opportunities** **Project-oriented**	**Strong collaboration skills** **Need to improve people skills**

Adapted from www.cengage.com/resource_uploads/0538730463_89590.com

Instructor's Note: Answers will vary, but some suggestions are included in bold.

Lesson 2: Personalities, Stereotypes, & Biases
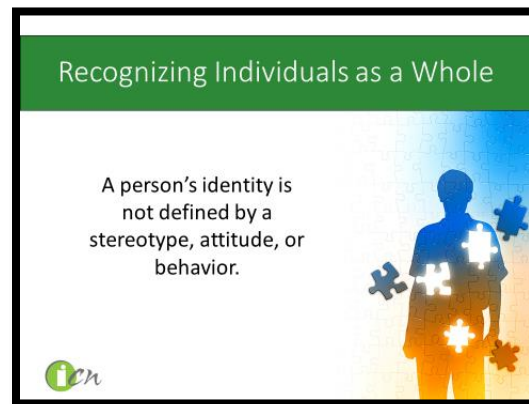
Key Message

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

Background Information

Those in supervisory positions should recognize that generation, race, ethnicity, gender, etc. does not define a person's identity, nor should someone be known just for a specific behavior or attitude. By reframing how we look at management difficulties, we can more effectively coach and help our employees do their best to achieve their potential.

Participant's Workbook: page 21

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.

Background Information

One tendency that shapes an individual is personality, the social and emotional qualities a person develops that makes them different from others. These qualities may be based on their values, attitudes, memories, relationships, habits, and skills. Since the staff of every organization is comprised of a variety of personalities, effective leaders must be able to recognize how each one affects the workplace, as well as the interactions between staff members.

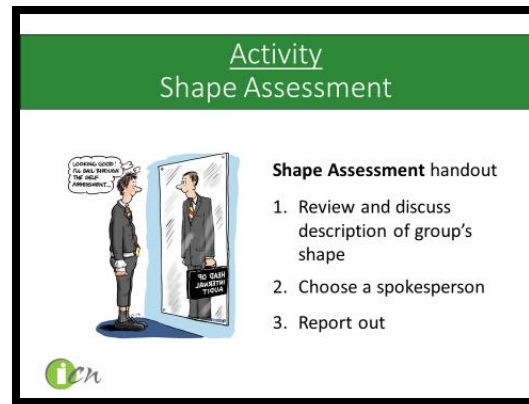**Participant's Workbook:** page 21
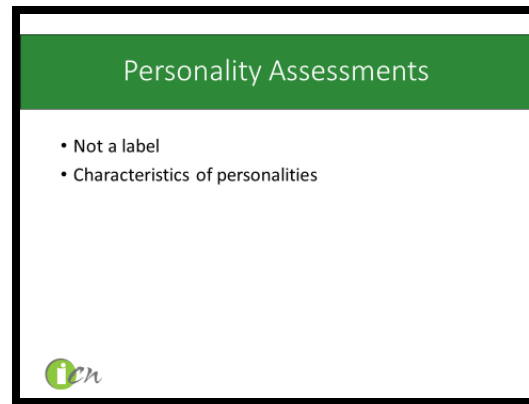
Key Message

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

Background Information

The ice breaker we did was one of the many tools used to assess personalities. In a few moments, we will find out what each of the shapes says about who we are. Keep in mind, it is not intended to be a label. Multiple assessments help people identify the characteristics of their personalities. More information on personality assessments is found in the Resource Section of the Participant's Workbook.

Participant's Workbook: page 22

Facilitation Guidance

1) Break participants into groups based on the shape they selected during the ice Breaker. Remind the participants to take their Participant's Workbook with them.

2) Ask the groups to review the description about their shape and pick 2–3 characteristics that, as a group, they feel are important.

3) Have them select a spokesperson to report out the following:

   a. Selected characteristics

   b. How best to work with the shape

   c. Some suggestions for change when working with other shapes

4) Give the groups about 5 minutes to review their shape and then have each spokesperson share.

5) After all groups have shared, ask the following questions:

   a. Did anyone not identify with the descriptions related to the shape you originally chose?

   b. After hearing the descriptions, did some of you identify more with a different description?

   c. Did anyone have trouble choosing which shape best fits you?

6) Ask for a show of hands for people that would change groups.

7) Allow everyone to move back to their seats.

Materials

- *Shape Assessment* handout

Timing: 10 minutes

Participant's Workbook: pages 23-26

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/
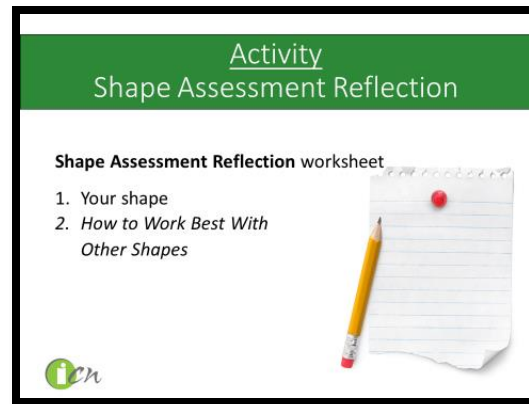
Facilitation Guidance

1) Have participants find the *Shape Assessment Reflection* worksheet in their Participant's Workbook.

2) Tell them to reflect on the main personality characteristics they interact with and the techniques and tips they have learned regarding how to work with them effectively.

3) Using the worksheet, encourage participants to write down any suggestions they might use when working with each of the other shapes.
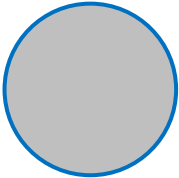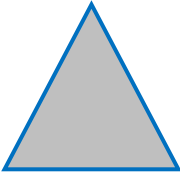
Materials

- *Shape Assessment Reflection* worksheet
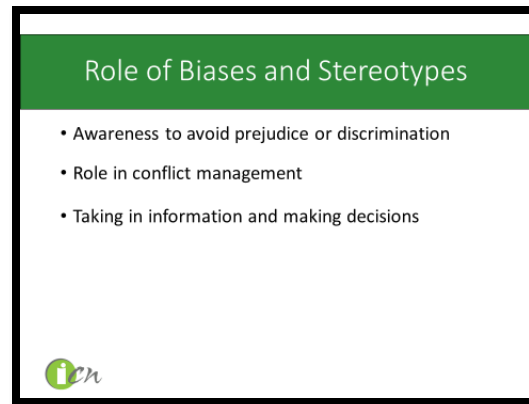- *Shape Assessment* handouts

Timing: 10 minutes

Participant's Workbook: page 27

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.

Background Information

Not only do we want to be aware of these to avoid demonstrating prejudice or discrimination, but we also need to be mindful of the role they may play in conflict management. Our attitudes are another component to consider. They are the set way of thinking or feeling about someone or something that is typically demonstrated by a person's behavior. Our brains are constantly taking in information and making decisions, all of which we filter through our personal lens. We are consciously aware of some of the actions our brain makes, while there are many others we are not. Most of the decisions our brains make are based on experiences and stored information, also known as schemas.

Participant's Workbook: page 28
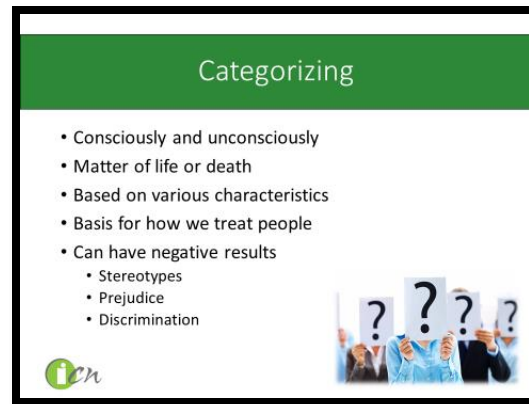
Key Message

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

Background Information

Our brains are continually working and making decisions, both consciously and unconsciously. For early humans, these decisions were a matter of life or death. They needed the ability to distinguish friend from foe, so their brains automatically categorized people. Our brains continue to do the same thing. These categories are the basis for how we treat people and can result in stereotypes, prejudice, and even discrimination.

**Participant's Workbook:** page 28
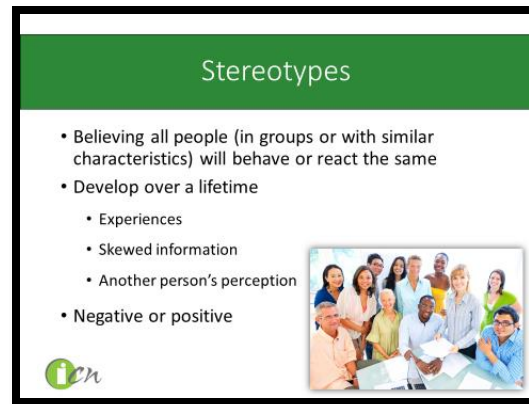
Key Message

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

Background Information

The way people interact and treat each other is often the result of their personalities and biases. Many times this exhibits as stereotyping, which is a widely held belief, usually untrue or unfair, about a group of people that share specific characteristics. One particular stereotype that can affect the working environment is generational differences. The term generational is a category used to differentiate people who were born and living in different periods of time. Generational stereotypes are generalities or assumptions people make based on age.

Any time we hold an overgeneralized belief about a particular group of people, it is a stereotype. These beliefs often develop over the lifetime of a person due to experiences, skewed information, or another person's perception. Stereotypes can be positive or negative. The belief that all women are nurturing or that police officers like donuts are both examples of stereotypes.

Participant's Workbook: page 29
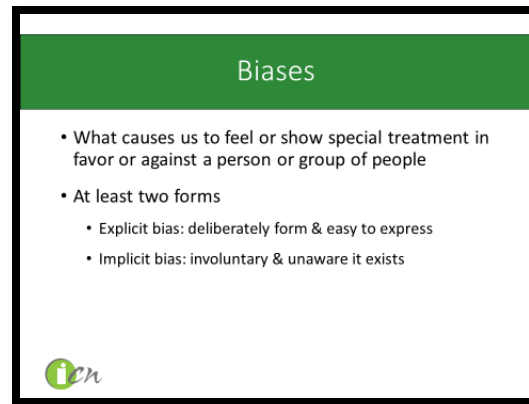
Key Message

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

Background Information

Biases exist in at least two forms: explicit and implicit. When we are consciously aware of our beliefs, it is an explicit bias. They are deliberately formed and easy to express. When we are unaware a bias exists, it is an implicit bias. These are formed involuntarily.

Participant's Workbook: page 29
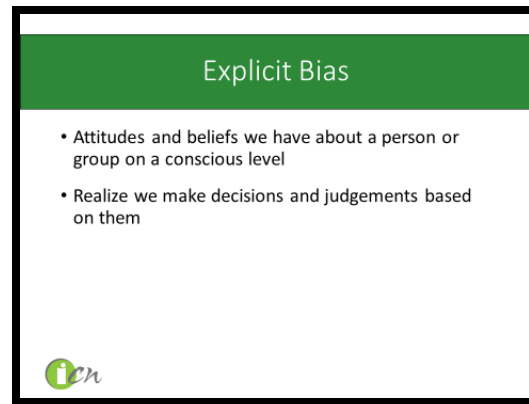
Key Message

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

Background Information

Just as we are aware of our conscious thoughts, explicit bias refers to the conscious attitudes and beliefs we have about a person or group. We are aware of these attitudes and beliefs and realize we make decisions and judgments based on them. An example is that Susan believes everyone from California can surf.

Participant's Workbook: page 30

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.
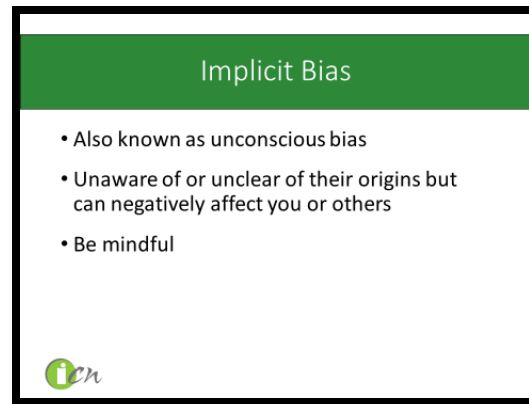
Facilitation Guidance

1) Read each scenario aloud to the group.
2) Ask them to think about the cause of each bias.
3) Ask volunteers to share their thoughts.

Timing: 5 minutes

Participant's Workbook: page 30

Key Message

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

Background Information

Implicit, or unconscious, biases are harder to address. Everyone has these biases, so it is important to be aware of any you may have that negatively affect you or others. Maybe you say you believe men and women are equally good at math. However, anytime you have a question about math, you automatically go to one of your male coworkers. This could be an implicit bias that women are not as good at math as men. Here are some examples:

- Recent studies show that tall men are more likely to be hired to top positions than shorter men with the same qualifications.

- A supervisor is more likely to give a woman time off for child care compared to a man who also requires time off for child care.

- Some managers will not consider hiring overweight people since they are "lazy, sloppy, and will not work hard."

- As a child, Bob was my neighbor, and he constantly picked on me. Now that I am a manager, I do not hire anyone named Bob.

- A school nutrition manager may not hire someone older because the manager does not think an older person can perform the job as well as a younger person.

- A manager has a staff of mostly new employees except for two experienced employees. When the experienced employees offer suggestions, the manager always says, "Yes, that's a great idea!" However, when a new employee gives a suggestion, the manager ignores them.

- At an annual child nutrition conference, a male child nutrition director gives a presentation on new ways to increase participation. The audience gives him very loud applause. Later, a female child nutrition director gives a similar presentation, and the audience barely gives her any applause.

- A manager repeatedly hires African American females over equally qualified Asian American females.

Participant's Workbook: page 31
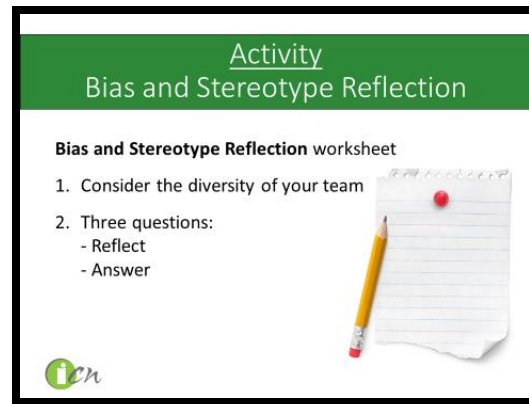
Facilitation Guidance

1) Explain that our biases and stereotypes cannot be changed if we do not acknowledge the fact that they exist. This reflection is designed to help start the process of confronting and eliminating any biases they may hold.

2) Ask participants to think about what biases they may have that influence the way they respond to their staff. Tell them to consider the diversity of their team and then reflect on how they can improve the way they view others.

3) Have participants find the *Bias and Stereotype Reflection* worksheet in their Participant's Workbook.

4) Ask the three questions and ask participants to respond on their worksheet. Acknowledge they will not be asked to share their responses.

Materials

- *Bias and Stereotype Reflection* worksheet
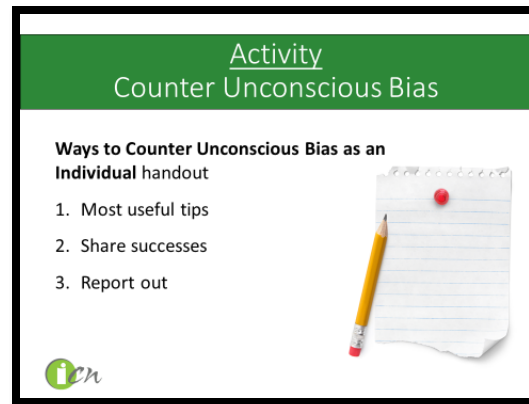
Timing: 10 minutes

Participant's Workbook: pages 31-32

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?

Facilitation Guidance

1) Have participants find the *Ways to Counter Unconscious Bias as an Individual* handout in their Participant's Workbook. This handout is an excerpt from a resource developed by the Tory Burch Foundation. It identifies some ways to counter unconscious bias as an individual.

2) Ask them to use a highlighter to indicate two tips they find most useful based on their experiences.

3) Have participants turn to a neighbor to discuss the ones they each highlighted. Additionally, ask them to share any other successes they may have had using these or other tips.

Materials

- *Ways to Counter Unconscious Bias as an Individual* handout
- Highlighters

Timing: 5 minutes

Participant's Workbook: page 33

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.

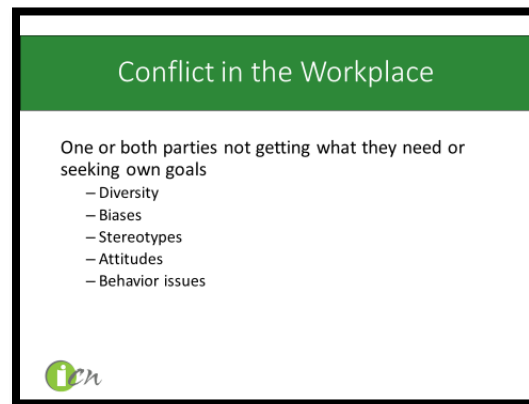8. **LISTEN TO SOMEONE ELSE'S STORY**
   Exercise empathy.

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.

Background Information

There are various definitions of conflict, but for this training, it is defined as a struggle that results from incompatible or differing needs or demands.

Facilitation Guidance

1) Later in this lesson, a role-play activity includes two scenarios. If time allows for both scenarios, five volunteers are needed.

      a. Scenario #1 = 3 volunteers

      b. Scenario #2 = 2 volunteers

2) Please ask for volunteers at this time and let them know it will be for the activity later on.

Participant's Workbook: page 35

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.

Facilitation Guidance

1) To get people to think about different kinds of diversity, ask how many people in the room are directors, managers, frontline staff, etc.

2) Allow time for discussion with participants as each area of diversity is introduced.

Background Information

Our workforce is very diverse. It includes people with different socioeconomic statuses, educational backgrounds, ethnicities, religions, and generations. All of which is in addition to each person's unique learned behaviors and personalities. Leaders can greatly benefit from identifying ways to avoid unproductive conflicts and manage difficult situations or personalities. Having this knowledge and being able to apply it will help you achieve successful outcomes more often when conflict does arise.

1. Socioeconomic standing – Do most of your staff *need* to work or *want* to work? These decisions may be driven by their financial standing. How does that fact impact our ability to get along and resolve conflict? Do we always understand the other's needs when we don't have those needs ourselves?

2. Education levels – How many in the room have a high school education, Associate's degree, Bachelor's degree, Master's degree, PhD? Ask participants if they know the education levels of their staff. How does that affect people's behavior toward each other? Is there any positive or negative bias associated with education levels?

3. Religious Accommodations – Do any of your staff need religious accommodations? How do the dress requirements for some religions intersect with the dress codes for your staff? Do accommodations need to be made? If so, does this cause conflict with others?

4. Ethnicity – This is an identity related to a specific cultural or national tradition. A Jewish person (cultural – not necessarily religious) may feel excluded or left out of holiday celebrations such as Christmas because they do not celebrate that holiday. Does this lead to conflict or lead to bias from other coworkers?

5. Language – Does your staff all speak the same language? Do you have a majority of Hispanic speaking staff? If so, when they speak in their native language at work, does it cause conflict with other workers? What about those who cannot speak or understand Spanish? Do they feel left out? Do they wonder if they are being talked about?

6. Generations – Does anyone have anything to add to the previous lesson? Can you relate the information we learned earlier to the discussion we just had regarding bias and stereotypes?

7. Personalities – Think back to the Shape assessment? We talked about the diversity of personalities and each shape's characteristics and behavior. If your entire work group is one shape (personality), does that mean you will work well together and have no conflict? When we are talking about diversity, we have to recognize that although diversity can lead to bias and conflict, it also builds good working teams. The key is to channel any conflict that comes from diversity.

Participant's Workbook: page 35
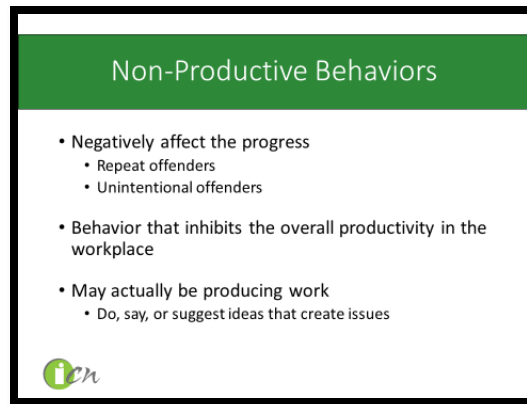
Key Message

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

Background Information

No one enjoys conflict, working with difficult personalities, or managing non-productive situations. Unfortunately, every organization has some individuals who negatively affect the progress of the team. Sometimes the actions of those staff members are intentional, but sometimes they do not realize how they are derailing productivity.

For this training, non-productive behavior is defined as behavior that inhibits the overall productivity in the workplace. The person (or people) exhibiting the behavior may be producing work; however, they may do, say, or suggest ideas that create issues with co-workers.

Facilitation Guidance

Discuss some possible situations of dealing with a non-productive behavior.

    a. Someone who is very critical and tells how things should have been done

    b. Someone who talks down to colleagues

    c. Someone who complains to colleagues instead of discussing the issue with a supervisor

    d. Someone who never responds to requests and has a negative attitude about working with others

Participant's Workbook: page 36
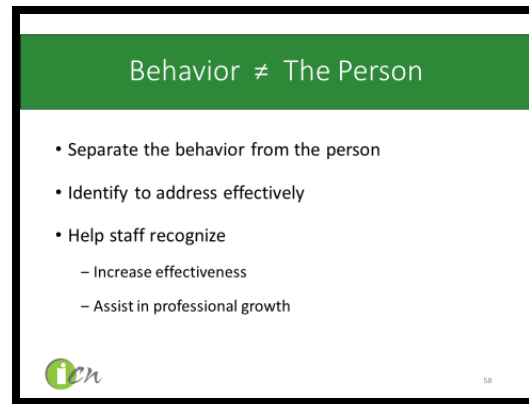
Key Message

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.

Background Information

Regardless of the type or cause of conflict, it is vital to separate the behavior from the person. As a leader, we also need to help our team members recognize any of these behaviors they may exhibit to help increase the effectiveness of our workplaces and assist individuals in professional growth.

Participant's Workbook: page 36

Facilitation Guidance

1) Have participants find The Big 7 slides in their Participant's Workbook. These are the seven most common non-productive behavior types and their definitions.

2) Review the Definition/Explanation on each Big 7 slide.

3) Review the Tips and Strategies on each Big 7 slide.

   a. Click the slide once to show the management tips and strategies. Another click will advance to the next slide.

4) Ask participants to highlight the tips and strategies on The Big 7 slides that they feel are most the most useful suggestions for each behavior and/or ones they would like to remember. Note that these will be used as a reference during the role-playing activity.


Materials

- Highlighters

Timing: 10 minutes

Participant's Workbook: pages 36-38

The Big 7

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

The Big 7
Aggressors

Definition/Explanation
- Going after ideas – critical /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

The Big 7
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

The Big 7
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
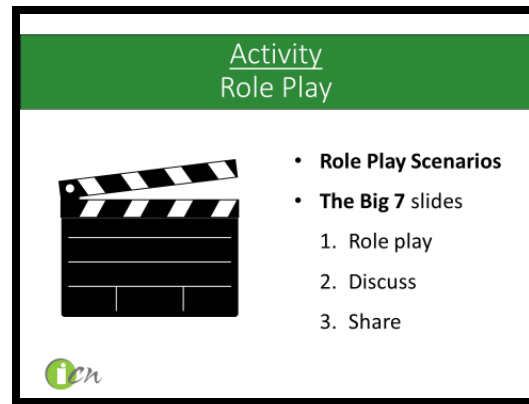
Facilitation Guidance

1) Have volunteers role-play the two scenarios for the rest of the class.

    a. If timing is an issue, choose one of the two.

2) Have the rest of the participants discuss the questions in their table groups.

3) Encourage participants to share their discussions with the class.

Materials

- *Role Play Scenarios* handout
- The Big 7 slides

Timing: 30 minutes

Participant's Workbook: pages 39-42

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?

   Possible answers:

   - **Generational differences**
   - **Cliques/Picking on someone new (soft bullying)**
   - **Personalities**

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

   Possible answers:

   - **Jackie will need to begin documentation of the incident.**
   - **Jackie will need to address the issue face-to-face with Marie and Dawn separately.**
   - **Jackie could consider reassigning staff placement.**
   - **Jackie may need to communicate with her director.**

3. What strategies should be used to resolve this conflict?

   Possible answers:

   - **Jackie should listen, keep her cool, and acknowledge what can't be changed (her being manager) when talking to Marie and Dawn.**
   - **Jackie should be assertive and optimistic.**
   - **Jackie should look for a win-win possibility.**
   - **Jackie could schedule a staff team-building training session.**

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?

   Possible answers:

   - **Toni should address this situation as soon as possible and separate Liz and Susan.**
   - **Toni should investigate to get all the facts.**
   - **Toni should follow established policies and procedures for bullying/fighting.**
   - **To ensure it doesn't happen again, Toni should educate the staff on consequences, expected behavior, and conflict resolution.**

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

   Possible answer:

   - **Disciplinary action should be determined by the policies and procedures in place in your district.**

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

   Possible answers:

   - **This is an example of a destructive conflict: unable to work on what is most important, destroys morale, limits productivity.**
   - **If not addressed, this can lead to other incidents, among the same employees or different employees.**
   - **It can create a toxic environment, which can increase employee turnover.**
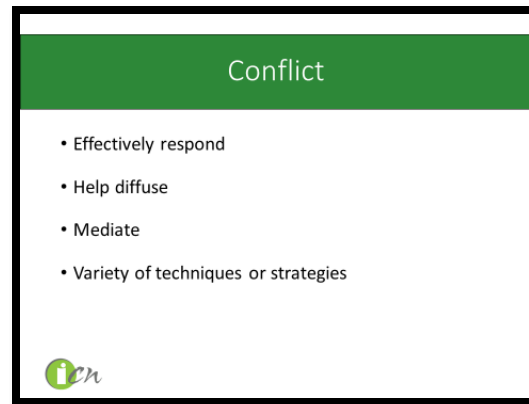
Key Message

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.

Participant's Workbook: page 43
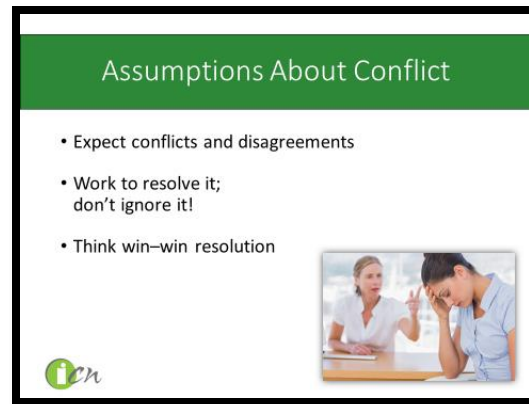
Key Message

If conflict is unavoidable, work to resolve it. Do not ignore the conflict.

Background Information

Conflict occurs because team members represent unique combinations of personalities, experience, knowledge, and skills. Expect conflicts and disagreements to develop but work to minimize it. When you plan what to do about conflicts, think about win-win resolutions. Not all conflict has to result in a win-lose situation.

Participant's Workbook: page 43

Key Message

There is a variety of causes of conflict.

Background Information

The following are some of the most common causes of conflict:

- Miscommunication – This is when individuals do not hear what is being said. Perception is reality for people regardless of your intentions.

- Personality clashes – These arise when individuals do not value others' differences. Many of us have experienced working with someone when it felt like we just didn't *click*. It can be very frustrating.

- Competition for resources – This happens when employees believe they are better off competing for resources rather than cooperating.

- Authority issues – When employees lack confidence in their leaders or perceive overuse of authority issues may arise.

- Lack of cooperation – When one person does not share information with the whole group, such as a cook hiding his recipes so no one can find them when he is not at work. This lack of cooperation makes it very difficult for someone to fill in for him when he is absent.

- Differences over method or style – When an agreement does not exist on standard ways of completing a task. We've all heard employees say, "I've been doing it this way for 20 years."

- Low performance – When individuals are not working to their potential issues may arise.

- Value or goal differences – Individuals value different outcomes or objectives.

Participant's Workbook: page 44

Key Message

Although conflict typically is viewed as being negative, there is both positive and negative aspects.

Background Information

When conflict is destructive, people are not able to work on what is most important. Energy is diverted from more important issues or tasks. Focusing on the differences in values can cause increased rifts between people, and healing is not fostered. Tension increases, strengthening opposing views and polarizing groups. Destructive conflict destroys the morale of people and reinforces poor self-concept.

When conflict is constructive, differences are brought out, and important issues are open for discussion. As people learn more about each other, group cohesiveness can increase, and mutual understanding is fostered. People learn to think differently about how they act and can reexamine procedures or actions. People commit their energy and ideas toward solutions or resolutions, and individuals become more involved. Our ability to identify conflict and its value can lead to increased skills in resolving conflict for a positive impact on the workplace.

Participant's Workbook: page 44
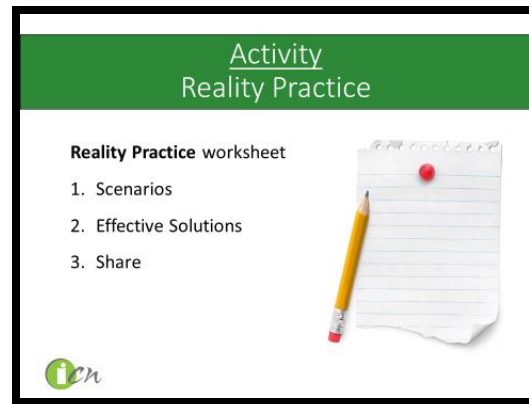
Facilitation Guidance

1) There are several options from which to choose. The scenarios come from the Big 7 and other course objectives.

2) Participants will work in groups to read each scenario, answer the questions, and determine how to resolve the conflict. Answers will vary.

   a. Encourage them to reference *The Big 7* worksheet, the generational chart, the shapes information, or other resources used today.

3) Once participants have worked through the scenarios, ask volunteers to describe their responses.

4) If a time adjustment is needed, you may assign scenarios.

Materials

- *Reality Practice* handout
- Previous course resources

Timing: 10 minutes

Participant's Workbook: pages 44-46

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:
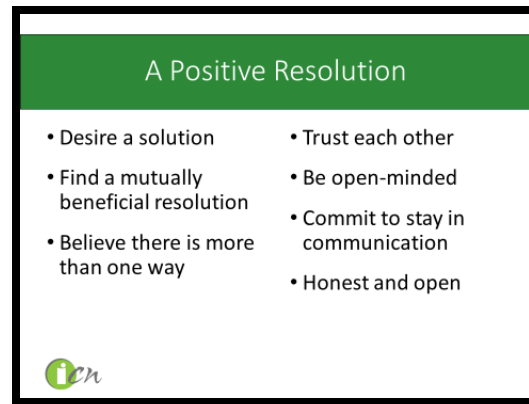
Key Message

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

Background Information

The chances for success increase when you really want something to work, and you earnestly try to find a mutually beneficial resolution. It is when we believe that our way is the only way is when finding an effective resolution becomes difficult. Research has indicated that when the individuals involved in a conflict trust each other, there is an increased chance of positive resolution. Not only is it important for us as leaders to stay open-minded and committed to communication, but we must also encourage it among our team. This will ultimately lead to win-win results.

Participant's Workbook: page 47
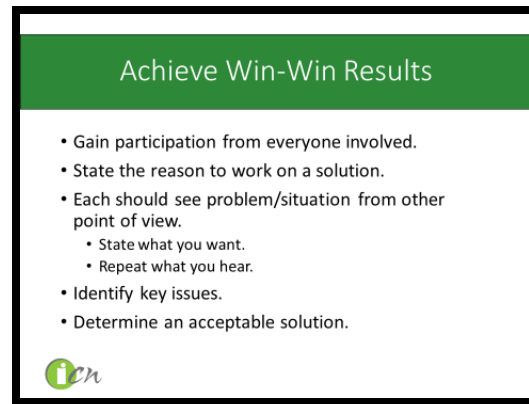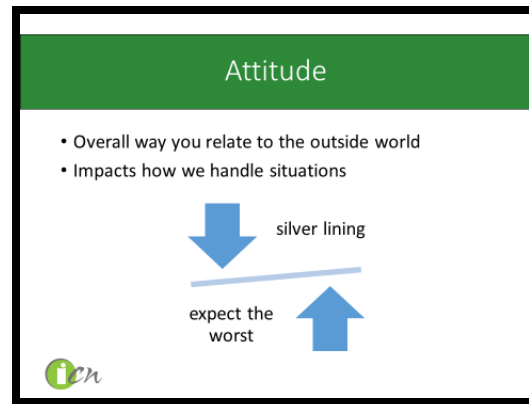
Key Message

When dealing with conflict, win-win results are possible if you implement positive conflict resolution strategies.

Background Information

These are basic steps to help achieve a win-win resolution.

- Gain participation from everyone involved in the conflict.
- State the reason to work on a solution.
- Have each person see the problem/situation from the other point of view, then each state what they want, and repeat what they hear from the other person.
- Identify the key issues and concerns involved.
- Determine what results would constitute a fully acceptable solution.
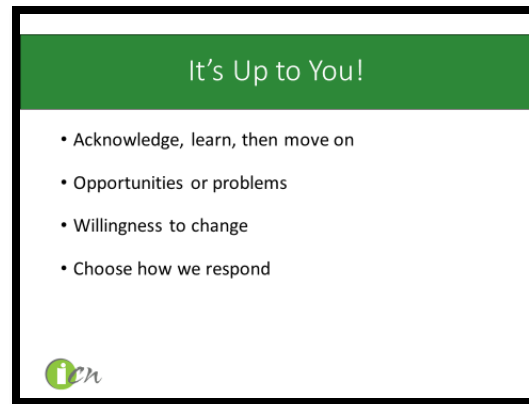
Participant's Workbook: page 47

Key Message

Our attitudes have a large impact on how we handle any situation, including interactions with our team members.

Background Information

Attitude is the overall way a person thinks or feels about someone or something and relates to the outside world. Some people tend to emphasize the positive and find the silver lining in the cloud, while some expect the worst and anticipate that others won't do the best thing.

Participant's Workbook: page 48

It's Up to You!

- Acknowledge, learn, then move on
- Opportunities or problems
- Willingness to change
- Choose how we respond

Key Message

We can always choose how we respond to others.

Background Information

There are times we all fail to handle something with the best attitude. Be willing to acknowledge it, learn from the experience, and then move on. You can see things as opportunities and possibilities or just as problems. When you take time to explore the puzzle of how to deal effectively with others, it is important to recognize your own piece of the puzzle. When we experience circumstances that shift our attitude toward the negative, we can choose to change our way of looking at a situation to regain our positive outlook. Something as easy as an enthusiastic greeting can influence our own outlook, as well as others' in the workplace.
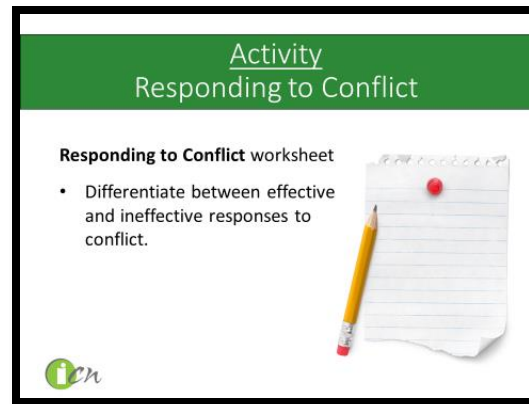
Participant's Workbook: page 48
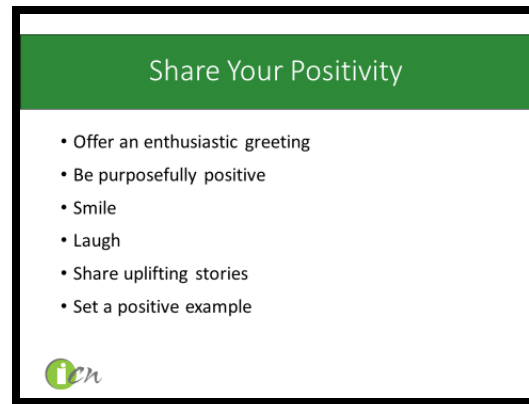
Key Message

A positive attitude builds enthusiasm, enhances creative problem solving, and causes good things to happen more often.

Background Information

Ways to share your positivity:

- Offer an enthusiastic greeting. A simple "Good morning!" can brighten someone's day.

- Be purposely positive with coworkers and the staff you see every day.

- Smile when you talk or listen, even on the phone. Yes, a smile can be heard.

- Laugh so others will laugh, too. A giggle is contagious.

- Share uplifting personal stories when appropriate.

- Set a positive example. Be sure you are not modeling any non-productive behaviors.

Participant's Workbook: page 49

Facilitation Guidance

1) Have participants find the *Responding to Conflict* worksheet in their workbook.

2) Ask them to think about everything that was discussed today. Then, have them read the worksheet and place a check mark in the corresponding box next to the techniques that they feel identify the most effective ways to respond to conflict.

3) Encourage them to use this chart as a reminder of good response techniques when conflict arises.

Materials

- *Responding to Conflict* worksheet

Timing: 5 minutes

Participant's Workbook: pages 49-50

<u>Responding to Conflict</u>

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
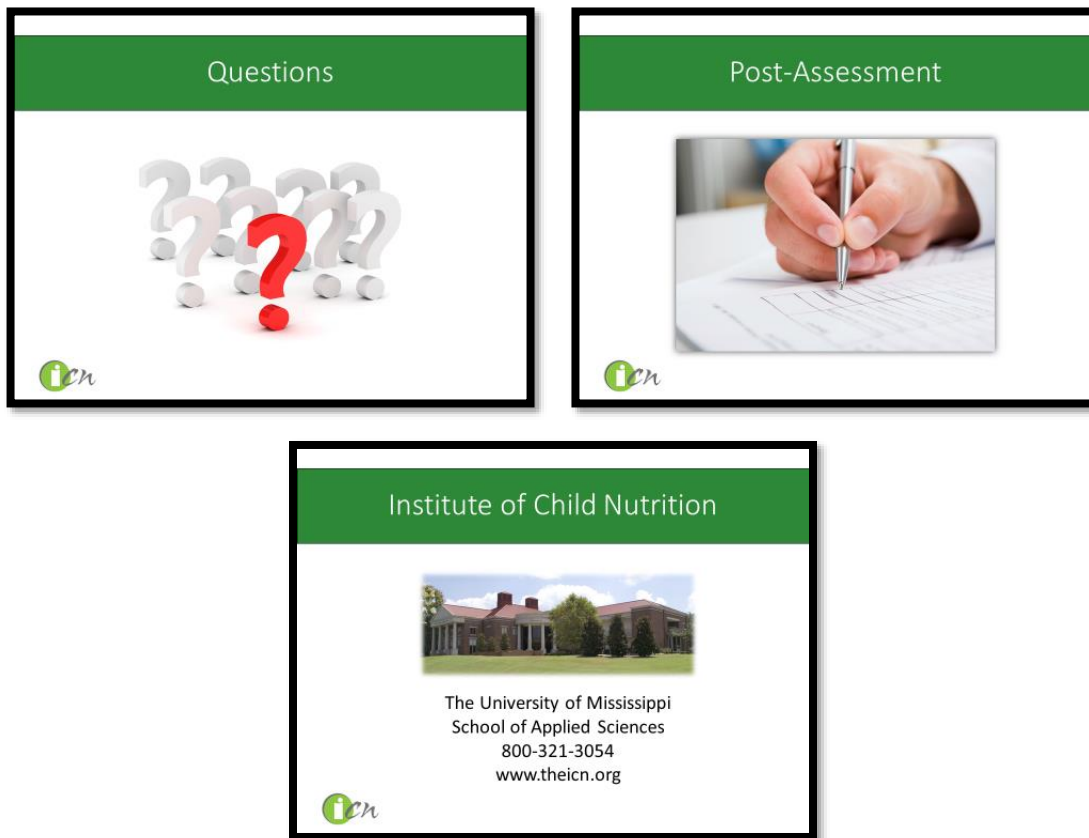
Facilitation Guidance

1) Allow participants an opportunity to ask any final questions. Wrap up responses to any questions on the Bike Rack.

2) Distribute the Post-Assessments. Ask participants to write the same four-digit code on it as they put on their Pre-Assessment.

3) Distribute the course evaluations and have participants complete them.

4) Gather completed assessments and evaluations and pass out certificates.

5) Thank everyone for their participation.

Materials

- Post-Assessments
- Course Evaluations
- Certificates

Participant's Workbook: page 51