

Managing Personalities and Conflict



Managing Personalities and Conflict

Instructor's Manual

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Key Area: 3 (Administration)

4 (Communication and Marketing)

USDA Professional Standards Code: 3400 (Human Resources and Staff Training)

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PURPOSE

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

VISION

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

MISSION

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

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Background Information

Instructor's Note: *The purpose of the background information section is to help you become familiar with the context of the training. It is not a part of the training detail.*

This training is designed for child nutrition professionals who are in management positions or who aspire to be in management positions. The goal of this training is to help participants identify the many factors that may influence the way people interact and/or 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 they may have. Finally, participants will engage in identifying non-productive behaviors and in building skills that will help promote successful conflict resolution.

Prompts are as follows:

SAY: What the instructor is to say to participants. This is the content that teaches the learning objectives.

ASK: This prompt is used when the instructor should ask the participants a question. If the question warrants feedback, it will be followed by the FEEDBACK prompt.

FEEDBACK: This prompt is used to ensure certain elements are covered in discussions, including possible answers for instructors to give.

DO: This prompt is used to explain what the instructor/participants are to do. It may be used to lead into activities, do demonstrations, show videos, or any other action the instructor would need to know to do.

SHOW SLIDE: This prompt is used for showing slides. All content in the slide presentation should be discussed in the Instructor's Manual using the "DO," "ASK," or "SAY" commands.

PRE-/POST-ASSESSMENTS:

This manual includes a pre-/post-assessment that will be administered at the beginning and at the end of the training.

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 excellent customer service.

4140 – Develop communications skills.

Key Area: 3 Administration

- Human Relations
- Interpersonal Skills

Key Area: 4 Communications and Marketing

- Communication

Objectives

At the end of this training, participants will be able to accomplish the following objectives:

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

Ground Rules

ICN has developed ground rules to help the class run smoothly and allow all participants to benefit from the course instruction and information. These Ground Rules for Training mini posters can be found on the ICN website via this direct link: <https://theicn.org/icn-resources-a-z/ground-rules-for-training-mini-posters/>

Training-at-a-Glance

Time Allowed	Topic
10 minutes	<ul style="list-style-type: none"> • Welcome and Introductions • Ground Rules • Objectives
15 minutes	<ul style="list-style-type: none"> • Pre-Assessment • Shapes Icebreaker • Overview
60 minutes	Lesson 1: Generations <ul style="list-style-type: none"> • Compare and contrast patterns of characteristics for the five most recent generations. • Describe at least three ways to increase the performance of different generations in specific topic areas.
15 minutes	Break
60 minutes	Lesson 2: Personalities, Biases, & Stereotypes <ul style="list-style-type: none"> • Identify the role personalities, biases, and stereotypes play in conflict. • Explain the difference between implicit and explicit bias.
70 minutes	Lesson 3: Non-Productive Behaviors and Conflict <ul style="list-style-type: none"> • 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.
10 minutes	<ul style="list-style-type: none"> • Conclusion • Wrap-up
TOTAL	240 minutes (4 hours)

Preparation Checklist

Directions: The following tasks are necessary for presenting this training. Assign each task to a specific person and determine the date each task must be completed. Keep track of the progress by checking off tasks as they are completed.

Task	Person Responsible	Date Completed	✓
<p>Reserve equipment and gather supplies as needed for use on the day of class (6 weeks prior).</p> <ul style="list-style-type: none"> • Instructor's Manual • Roster of participants attending for instructor • Participants' sign-in sheets <p>List of equipment and supplies needed</p> <ul style="list-style-type: none"> • Microphone (preferably wireless) • Projector and screen (or other surface for projection) • Computer that is compatible with projector. • PowerPoint® presentation is loaded on computer. • Speakers • Wireless presenter device and laser pointer • Flip chart paper (self-adhesive strip sheets) • Painter's tape (do not use masking tape) • Markers (flip chart) • For each table: Pens, pencils, highlighters, self-adhesive notes, index cards • Name tags and table tents 	Instructor		
Participant's Workbook			
Agenda, roster of presenters/participants, and handouts			
Pre-/Post-Assessments (available at www.theicn.org)			
Other handouts (documents from outside sources needed for training)			

Introduction

SHOW SLIDE: *Managing Personalities and Conflict*

Instructor's Note: *This slide should be on display as participants enter the room.*

DO: Distribute a Participant's Workbook to each person.

SAY: Welcome to *Managing Personalities and Conflict*. I am pleased to be here today. The Institute of Child Nutrition (ICN) partners with the United States Department of Agriculture's (USDA) Food and Nutrition Service (FNS) to provide training opportunities for child nutrition professionals nationwide and in the US territories. Everyone should have a Participant's Workbook. It includes key information from the training, in addition to all of the activities we will complete together. There are also key terms in your workbook if you need to refer to them.

Before we begin this training, there are a few housekeeping items to review.

- The restrooms are located...*(describe where restrooms are located)*.
- Our ending time today is...*(provide approximate time)*. We will take a short break about mid-way through the training.
- If you have a question, please write it on a sticky note and add it to the Bike Rack. All questions will be addressed before the end of the training.

Instructor's Note: *You should have received Ground Rules in the materials box from ICN. Post them around the room prior to the training beginning.*

SHOW SLIDE: *Ground Rules*

SAY: It is always important to cover some ground rules before beginning training.

- **Show up on time and come prepared.** Be prompt in arriving and in returning from breaks. Come with a positive attitude.
- **Stay mentally and physically present.** Be present and stay on task. Listen attentively to others and avoid disruptive side conversations.
- **Let everyone participate.** Be patient when listening to others speak. Treat all participants with the same respect that you would want from them.
- **Listen with an open mind.** Stay open to new ways of doing things, and listen for understanding. You can respect another person's point of view without agreeing with them.
- **Think before speaking.** Seek first to understand, then to be understood. Avoid using idioms, three letter acronyms, and phrases that can be misunderstood.
- **Attack the problem, not the person.** Respectfully challenge the idea, not the person. Honest and constructive discussions are necessary to get the best results.

ASK: Are there any other rules we should consider to ensure we have a welcoming environment?

SAY: Here are the objectives for each lesson. At the end of this training, you will be able to complete them all.

SHOW SLIDE: *Objectives – Lesson 1*

SAY:

- Compare and contrast patterns of characteristics for the five most recent generations.
- Describe at least three ways to increase the performance of different generations in specific topic areas.

SHOW SLIDE: *Objectives – Lesson 2*

SAY:

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

SHOW SLIDE: *Objectives – Lesson 3*

SAY:

- 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.

SHOW SLIDE: *Pre-Assessment*

SAY: I'm going to distribute a **Pre-Assessment**. Think of a simple but unique identifier to label your assessment. This could be something like your birthday, last four digits of your phone number, or even a picture. You will put the same unique identifier on your **Post-Assessment** at the end of the training. We do not need your name, but we do want to check the progress from the Pre to the Post-Training Assessment.

DO: Allow about 5 minutes for participants to complete the assessment and then to collect them.

SHOW SLIDE: *Activity: Which shape represents you?*

ACTIVITY: *Which shape represents you?*

Materials: Presentation slide: Which shape represents you?

Time: 10 minutes

Instructions:

SAY: We are going to do a quick icebreaker. It is meant to start you thinking about how we are all different because it is important to understand we all have unique work styles and different personalities. There are four shapes on the screen; choose the one that best represents you. It's just that simple. No shape is better than the other. Then, after you have chosen your

shape, think about why you feel like that shape best fits you. Once you have your answer, turn to a neighbor, introduce yourself, and ask them these two questions. Be prepared to introduce your partner.

- What shape did you pick? Why?
- How many years have you worked in child nutrition?

DO: Allow participants about 5 minutes to introduce themselves to neighbors.

SAY: Let's take a moment for everyone to introduce your partner. State their name, the shape they chose, and the number of years they have worked in child nutrition.

DO: Give participants about 5 minutes to do this.

SHOW SLIDE: Overview

SAY: In this course, we will learn about the differences in each of the five most recent generations and the impact they have on workplace relationships. Next, we will reflect on personalities, biases, and stereotypes to learn the role they play in conflict management. Finally, we will engage in identifying non-productive behaviors and skills we can use to help promote successful outcomes in various conflicts.

Lesson 1: Generations

OBJECTIVE: Compare and contrast patterns of characteristics for the five most recent generations.

SHOW SLIDE: *Generations*

SAY: It is very important for us, as leaders, to understand the complex needs of our staff. Numerous factors influence those needs: the maturation rates of the staff as a team and as individuals, the influence of individual team members, and the overall dynamics of society to name just a few.

One of those dynamics is that for the first time ever, there are now five generations eligible to be in our workforce, resulting in the largest range of working generations ever. Each generation brings with it different preferences for communication, ideals, values, and beliefs... all of which can lead to conflict if we, as leaders, do not adequately acknowledge and take into consideration when dealing with our staff. As a result, we are going to examine the characteristic patterns exhibited by each generation. Having a better understanding of these characteristics will help us realize why the needs of our staff are so diverse. In addition, we will gain insight on how the differences can affect the workplace.

SHOW SLIDE: *Video: Generational Perspectives*

DO: Show Video, *Generational Perspectives*

SHOW SLIDE: *Generational Perspectives*

SAY: If the generational gap has been an issue for your staff, give me a thumbs-up. It is important to have an understanding of each generation because the outlooks, attitudes, and goals vary greatly depending on the generation. In order from the oldest to the youngest generation, we are going to discuss the five generations currently in the workforce:

- Traditionalists
- Baby Boomers
- Generation X
- Generation Y, and
- Generation Z

And although we aren't going to cover it, just for your information, the newest generation is called Gen Alpha; their birth range is from 2013 to 2025.

SHOW SLIDE: *Let's Compare the Generations*

SAY: Before we further discuss each generation, let's acknowledge that we all have a lot in common. We want to be appreciated and to know our work is valued. We also want to know what's going on and what we can expect. In addition, leaders and staff members alike need to be aware that people from every generation have been influenced by what was happening in society and the world-at-large during their childhood years. As a result, researchers have identified recurring patterns, which can easily be attributed to specific generations. We are not attempting to stereotype people based on when they were born, rather we are simply identifying the patterns that exist within the groups of people from each generation.

SAY: In your workbook, find the **Let's Compare the Generations** handout. You can use this chart to follow along and highlight any characteristic patterns you find helpful.

DO: Present the slide for each generation.

Let's Compare the Generations

	Traditionals	Baby Boomers	Generation X	Generation Y	Gen Z
Birth Years	1930 to 1945	1946 to 1964	1965 to 1976	1977 to 1995	1995 to 2012
Nickname(s)	<ul style="list-style-type: none"> • Veterans • The Forgotten Generation • Silent Generation 	<ul style="list-style-type: none"> • Boomers • Me Generation • Moral Authority 	<ul style="list-style-type: none"> • Gen Xers • Post Boomers 	<ul style="list-style-type: none"> • Millennials • Generation Next • Echo Boomers 	<ul style="list-style-type: none"> • Centennials • Generation 9/11
Influencers	<ul style="list-style-type: none"> • Great Depression • World War II • Korean War 	<ul style="list-style-type: none"> • Civil Rights • Vietnam War • Space travel • Cold War • "American Dream" 	<ul style="list-style-type: none"> • Energy crisis • End of Cold War • Watergate • Latchkey & day care 	<ul style="list-style-type: none"> • Terrorist attacks • AIDS epidemic • Economic expansion • Children of divorce • Kids with schedules 	<ul style="list-style-type: none"> • War on terror • Great Recession • School shootings • Cyberbullying • Shifting gender roles
Technology	<ul style="list-style-type: none"> • Trying to adapt 	<ul style="list-style-type: none"> • Acquired as developed 	<ul style="list-style-type: none"> • Grew up without it; now integrated into daily lives 	<ul style="list-style-type: none"> • Extremely tech savvy 	<ul style="list-style-type: none"> • True digital natives • Grew up with the internet
Work Ethic	<ul style="list-style-type: none"> • Dedicated and loyal • Value hard work • Work comes first • Honor • Good attitudes and attendance 	<ul style="list-style-type: none"> • Question everything • Loyal • Enjoy teamwork 	<ul style="list-style-type: none"> • Self-reliant • Desire structure and direction • Work smarter not harder • Project oriented 	<ul style="list-style-type: none"> • Sense of entitlement • Loyal to peers • Value collaboration • Highly creative • Fast workers • Great multitaskers 	<ul style="list-style-type: none"> • Masters at multitasking • Tolerant • Strong collaboration skills • Share everything
Promotions	<ul style="list-style-type: none"> • Age and seniority 	<ul style="list-style-type: none"> • Experience 	<ul style="list-style-type: none"> • Education and merit 	<ul style="list-style-type: none"> • Achievements 	<ul style="list-style-type: none"> • Knowledge
View of Authority	<ul style="list-style-type: none"> • Age and seniority 	<ul style="list-style-type: none"> • Time on the job 	<ul style="list-style-type: none"> • Resent being micromanaged • Isn't intimidated by it 	<ul style="list-style-type: none"> • Value mentors • High expectations of bosses and managers 	<ul style="list-style-type: none"> • Need their guidance
Work Hours	<ul style="list-style-type: none"> • 8-5; get the job done 	<ul style="list-style-type: none"> • Workaholics • 50-hour workweek 	<ul style="list-style-type: none"> • Get the job done – no more and no less 	<ul style="list-style-type: none"> • Flexibility 	<ul style="list-style-type: none"> • Flexibility
Work/Life Balance	<ul style="list-style-type: none"> • Duty before fun 	<ul style="list-style-type: none"> • Big imbalance – workaholics 	<ul style="list-style-type: none"> • Clear balance • No attachment to job or employer 	<ul style="list-style-type: none"> • Flexibility • Long term on own negotiated terms 	<ul style="list-style-type: none"> • Balance • Want time to volunteer & give back
Work Characteristics	<ul style="list-style-type: none"> • Rule followers (clearly defined) • Strong sense of right/wrong 	<ul style="list-style-type: none"> • Value ambition & youthfulness • Teamwork • Want to make a difference and have a chance to shine 	<ul style="list-style-type: none"> • Flexibility • Challenge • Good task managers • Adapt well to change 	<ul style="list-style-type: none"> • Achievement and goal-oriented • Highly competitive • Want to be challenged • Want to work with positive, fun people 	<ul style="list-style-type: none"> • Leverage technology for any task • Equality • Challenge status quo • More global mindset • Value diversity • Want to contribute

	Traditionals	Baby Boomers	Generation X	Generation Y	Gen Z
Challenges	<ul style="list-style-type: none"> Do not respond well to ambiguity Do not adapt well to change Avoid conflict 	<ul style="list-style-type: none"> Expect everyone to be workaholics Judgmental Do not like change or conflict 	<ul style="list-style-type: none"> Dislike rigid requirements Reject rules Cynical and skeptical Lack people skills 	<ul style="list-style-type: none"> Respond poorly to strict hierarchy/authoritarian leaders Dislike menial tasks Need supervision, structure, & discipline Lack skills for dealing with difficult people Expect to be treated with respect Feel devalued if projects lack meaning 	<ul style="list-style-type: none"> Need flexibility Tight connection with parents Entrepreneurial
Communication	<ul style="list-style-type: none"> Personal One-on-one 	<ul style="list-style-type: none"> Direct Open In-person 	<ul style="list-style-type: none"> Immediate and electronic Be blunt/direct 	<ul style="list-style-type: none"> Polite Motivational Tech-based Be humorous and positive 	<ul style="list-style-type: none"> Frequent via text or social media
Feedback & Rewards	<ul style="list-style-type: none"> Will listen Job satisfaction = job well done Individual and private Acknowledge you respect their experience 	<ul style="list-style-type: none"> Public attention Public recognition 	<ul style="list-style-type: none"> Want feedback No public recognition Want freedom/independence and time off 	<ul style="list-style-type: none"> Give feedback often They will ask for it Recognize their heroes, bosses, & grandparents = reward 	<ul style="list-style-type: none"> Constant and immediate Flexibility
Leadership Style	<ul style="list-style-type: none"> Chain-of-command 	<ul style="list-style-type: none"> Consensus or collegial 	<ul style="list-style-type: none"> Competent Challenging Questioning Equal treatment 	<ul style="list-style-type: none"> Still being determined but likely based on recognition and achievement 	<ul style="list-style-type: none"> Will have to wait and see
Other		<ul style="list-style-type: none"> Anti-war Anti-government Value equal opportunities and equal rights Education is a birthright. Let them know their ideas matter and that their work is valued. 	<ul style="list-style-type: none"> Independent and take care of themselves Education was expected = a way to succeed Ment = entitlement Want the latest technology and to have fun 	<ul style="list-style-type: none"> Very political Sheltered Strong attachment to parents Most educated generation 	<ul style="list-style-type: none"> Short attention spans Expect instant answers Believe can learn anything, anywhere, anytime Quick to take first answer Struggle to critically evaluate

SHOW SLIDES: *Traditionals*

SAY: 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 an 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.

SHOW SLIDES: *More about Traditionals*

SAY: Their work ethic also demonstrates values of honor, good attitudes, attendance, and loyalty. They believe age equals seniority, and that is the basis for authority and promotions. Traditionals will be at work from 8–5 and will get the job done. Although they value family, when it comes to a work/life balance, they work hard to maintain job security. As a result, they are rule followers and believe duty comes before fun. They want to receive recognition and respect 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.

SHOW SLIDES: *Last Word on Traditionals*

SAY: 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.

SHOW SLIDE: *Baby Boomers*

SAY: 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. In fact, 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” and have spent most of their lives pursuing it. 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.

SHOW SLIDES: *More about Baby Boomers*

SAY: They question everything and are 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.

SHOW SLIDES: *Last Word on Baby Boomers*

SAY: 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. For Baby Boomers in a leadership role, they will tend to use a consensus or collegial approach.

SHOW SLIDE: Generation X

SAY: Known as Gen Xers or Post Boomers, Generation X is a small generation born between 1965 and about 1976. They grew up during the Energy Crisis, the end of the Cold War, and Watergate. The surge of dual income families meant Xers were the first generation of latchkey kids, as they were 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 over time have become very tech savvy by integrating it into their daily lives.

Education for Gen Xers was expected. They saw it as the way to succeed. As a result, they believe merit equals entitlement and promotions in the workforce.

SHOW SLIDES: More about Generation X

SAY: 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 are paid to get the job done, working no more/no less than what it takes to get it done. With parents who are workaholic Boomers, 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 to the next thing. 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. Work is just a job and 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.

SHOW SLIDES: Last Word on Generation X

SAY: 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 for Generation X should be immediate and electronic. Use email or text and be blunt/direct. Do not micromanage this generation; allow them to be independent because they are very self-sufficient. Freedom and time off is the best reward 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.

SHOW SLIDE: Generation Y

SAY: Generation Y was born from around 1977 to 1995. They are known as Millennials, Generation Next, and Echo Boomers. 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, Millennials are children of divorce, and they grew up being more sheltered than any previous generation. In addition, they have a strong attachment to their parents. They experienced economic expansion and hope to be the next great generation to *right* all the *wrong* they see in the world. Always busy, Gen Y is also 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.

SHOW SLIDES: *More about Generation Y*

SAY: Millennials value collaboration and understand that having great mentors is important. 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 regardless of when or where they are. Millennials are also fast workers and great multitaskers. They do want long-term relationships with employers but on their own negotiated terms. Often mocked for being the generation when everyone received a trophy, Millennials are achievement and goal oriented. Highly competitive, they want to be challenged and to work with positive, fun people. Consequently, they respond poorly to strict hierarchy and authoritarian leaders. Due to their technology skills and high degree of education, they have a strong dislike for menial tasks. They have high expectations for success but need supervision, structure, and discipline.

SHOW SLIDES: *Last Word on Generation Y*

SAY: They also lack the skills needed to deal with difficult people. Keep in mind they expect to be treated with respect and feel devalued when projects have no meaning to them. Communication with them should be polite, motivational, and tech-based. Despite their age, they resent being *talked down to*. Be humorous and positive and give them feedback often, and they will ask for it often. For Millennials, a reward is recognition for their heroes, their bosses, and their grandparents. As for leadership style, it is still being determined, but it is anticipated to be one based on recognition and achievement.

SHOW SLIDE: *Generation Z*

SAY: The newest generation to enter the workforce is Gen Z – the people born between 1995 and 2012. 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 US population. They are the true digital natives, cannot remember a time before social media, and 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. They are masters at multitasking and at leveraging technology to accomplish any task.

SHOW SLIDES: *More about Generation Z*

SAY: Gen Z has grown 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 Centennials believe they can learn anything, anywhere, anytime they want 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 critically evaluate information. Since their generation has seen some of the country's most profound demographic shifts in history, they believe in equality, often challenge the status quo, and have a more global mindset. Centennials are also more tolerant of others and value diversity. Raised by Gen Xers, 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.

SHOW SLIDES: *Last Word on Generation Z*

SAY: They seek a balanced work/life relationship because of the tight connection they have with their parents; however, they also want time to volunteer and give back to society. Centennials 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 characteristics of a Gen Z leader, we will have to wait and see!

SHOW SLIDE: *Generational Differences*

SAY: It is important to note that these are only patterns of behaviors. Being aware of the generational characteristics of our staff gives us a better idea of how they interact with us as their leader and with their coworkers. Be mindful, however, that there are members of every generation who do not fit the generational patterns. For example, I was born a _____ (Gen Xer); I use technology as a _____ (Millennial), but my beliefs mirror those of a _____ (Traditionalist). Now, we are going to determine which generation your personality matches.

SHOW SLIDE: *Activity: Which Generation Am I?*

ACTIVITY: *Which Generation Am I?*

Materials: Which Generation Am I? worksheet

Time: 10 minutes

Instructions:

SAY: In your Participant's Workbook, find the worksheet, **Which Generation Am I?** Since there are not a large number of Centennials currently in the workplace, this handout will only look at the four generations from Traditionalist to Gen Y. Take about five minutes to answer the questions. Then to see which generation fits you best, follow the directions on the back to tally your score.

DO: Give participants about five minutes to complete the workbook page.

ASK: How many of you feel your result matched you in the correct generation? Did any of you fall outside of your generational age group? Let's reflect for a minute – any thoughts on why you may fall outside your age group?

DO: Give participants a few minutes to respond.

Which Generation Am I?

Directions: Do you think you fit the characteristics of your generation? Answer the following questions, and then follow the directions to tally your score. Compare your total to the chart, and find out which generation fits you the most.

	1	2	3	4
If you have to ask someone a question, which type of communication do you most prefer?	Face-to-face	E-mail	Phone call	Text
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 and needed.	Let me do it my way.	Working with other bright and creative people.
Which type of leadership style belongs to you?	Top-down	Chain-of-command	Self-command	Collaborate
Which best describes your interactive style?	Individual	Team player	Entrepreneur	Participative
As a teenager, you...	Respected your parents.	Rebelled and challenged authority.	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 that 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 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.
Add up the point total for each column.				

Grand Total:
Add the column totals together.

My Generation is...	If you score 10 – 25: You belong in the Traditionalist Generation. 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.
	If you score 25 – 30: You belong in the Baby Boomer Generation. You are optimistic and rebellious. You believe that you will change the world. You detest authority and rules. You are also a team player and service-oriented.
	If you score 31 – 35: You belong in Generation 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.
	If you score 36 – 40: You belong in the Generation Y. You are cooperative, flexible, techno 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.

Adapted worksheet by Remington Guy (2010)

https://diversity.missouristate.edu/assets/diversityconference/Generational_Personality_Quiz_Handout.pdf

SHOW SLIDE: *How to Effectively Manage Different Generations*

SAY: Knowing information about each generation may help you to interact with your employees in a more appropriate or effective way. Just remember, as we just saw in the last activity, not everyone born into a generation will 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 just as we said to separate the person from the behavior, do the same here. Separate the person from the patterns, and get to know your employees and understand what motivates them.

OBJECTIVE: Describe at least three ways to increase the performance of different generations in specific topic areas.

SAY: One way to help in that process is to identify the similarities that also exist between the generations in three key areas: equity and ethics, achievement, and camaraderie.

SHOW SLIDE: *Similarities Between the Generations*

SAY: Starting with the area of achievement, there are three characteristics that are shared across the generations. 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 feel they are the member of a capable workforce. The next area is camaraderie. There are two similarities between generations in this area.

SAY: First, there is a desire to be included...to feel a part of the group. Secondly, there is a desire to establish and develop productive relationships. This is vitally important to remember when dealing with 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 really use them to your benefit as you deal with conflict.

SHOW SLIDE: *Activity: Increasing Generational Performance*

ACTIVITY: Increasing Generational Performance

Materials: Increasing Generational Performance worksheet and highlighters

Time: 10 minutes

Instructions:

SAY: Locate the **Increasing Generational Performance** worksheet in your Participant's Workbook. We are going to break into four groups, and each group will be assigned one of the topics listed in the left column. Using what we have learned about the generational characteristics, discuss and highlight what steps a leader could possibly take to increase the performance of each generation for your assigned topic. Again, we are only going to

focus on the four most commonly prevalent in the workforce: Traditionals, Boomers, Gen Xers, and Millennials. When you are finished, select a spokesperson to report out the steps your group identifies. You have 5 minutes to complete this activity.

- DO:** Divide the class into four groups and assign each group a different topic found on the left side of the **Increasing Generational Performance** worksheet. Give participants about 5 minutes to complete the round table discussion. Have one member from each group report out.

- DO:** Have the participants move back to their original seats.

Increasing Generational Performance

Directions: Discuss and highlight the steps a leader could possibly take to increase the performance of each generation.

	Traditionals	Baby Boomers	Gen Xers	Millennials
<i>Communication Skills</i>	<p>Give fast feedback</p> <p>Use face-to-face interaction instead of email</p>	<p>Be sure they know why work tasks matter</p> <p>Want to hear that their ideas matter</p> <p>Use a coaching style</p>	<p>Use face-to-face interaction instead of email</p> <p>Give fast feedback</p> <p>Learn their language</p>	<p>Treat them in a professional manner</p> <p>Don't talk down to them</p>
<i>Working Hours</i>	<p>Provide incentives of time off</p> <p>Help transition to retirement</p>	<p>Help transition to retirement</p> <p>Offer flexibility</p>	<p>Provide incentives of time off</p> <p>Maintain firm work hours</p> <p>Offer flexibility</p>	<p>Give opportunities for overtime</p> <p>Provide opportunities to work remotely</p>
<i>Promotions</i>	<p>Help set project-based goals</p> <p>Allow them to lead teams and mentor others</p>	<p>Give recognition for jobs well done</p> <p>Help set goals and longer-term plans</p>	<p>Give them opportunity to earn recognition</p> <p>Help set project-based goals</p>	<p>Don't let them get bored</p> <p>Allow them to lead teams and mentor others</p>
<i>Repetitive Job Assignments</i>	<p>Do not allow them to take on the bulk of these assignments</p> <p>Offer diverse job duties</p>	<p>Assign tasks that push their limits</p> <p>Challenge them to keep growing</p>	<p>Give them credit for results</p> <p>Encourage them to keep learning</p>	<p>Assign tasks that push their limit.</p> <p>Help them see the value of their contributions</p>

Adapted from: www.cengage.com/resource_uploads/downloads/0538730463_89590.doc

Instructor's Note: Answers are in bold.

Lesson 2: Personalities, Biases, and Stereotypes

SHOW SLIDE: *Conflict in the Workplace*

SAY: For this training, we will define *conflict* as a struggle that results from incompatible or differing needs or demands. Conflicts can arise from diversity in our workplace, biases, stereotypes, attitudes, or behavior issues of staff. We will discuss tools and tips throughout the training to help you recognize these potential areas of conflict, reduce the negative effects, and achieve successful results when conflict does occur in the workplace.

SHOW SLIDE: *Diversity in the Workforce*

SAY: 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. As a leader, it can be very stressful managing these differences, so it is important to be aware of how they can cause conflict. It is equally important to identify 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

OBJECTIVE: Identify the role personalities, biases, and stereotypes play in conflicts.

SHOW SLIDE: *Personality and Bias*

SAY: Effective leaders are usually very aware of their own strengths and weaknesses; however, they may be unaware of how two personal tendencies, personality and bias, contribute to their strengths and weaknesses. The first personal 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. Bias is the second personal tendency that affects the way people interact. It is the tendency to believe some person or group is better than others are and usually results in treating some people unfairly. Bias exists in two ways: explicit and implicit bias. Explicit bias arises from the attitudes we deliberately form and is easy for us to express. On the other hand, implicit bias is formed involuntarily. Most of the time, we do not even know that it exists.

SHOW SLIDE: *Stereotypes*

SAY: 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, typically 20–25 year spans. Generational stereotypes are generalities or assumptions people make based on age

SHOW SLIDE: *Recognizing Individuals as a Whole*

SAY: Those in supervisory positions should recognize that generation, race, ethnicity, gender, etc... do not define a person's identity, nor should someone be known just for a specific behavior or attitude. When a problem or conflict arises, a leader should be able to separate the person from the actual behavior or attitude issue. By reframing how we look at management difficulties, we can be more effective in coaching and helping our employees make their best efforts to achieve their potential.

SHOW SLIDE: *Personality Assessments*

SAY: The icebreaker 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 say about who we are. Keep in mind, it is not intended to be a label. Rather, it is meant to remind us of the many personality differences in our workplaces and the importance to understand those differences so we can better work together.

There are multiple assessments that help people identify the characteristics of their personalities. Here are three of the more well-known assessments:

- Myers Briggs – Results from this assessment categorize people into one of 16 personality types based on their tendencies in four areas (extraversion vs. introversion, intuition vs. sensing, thinking vs. feeling, and judging vs. perceiving).
- Big Five – This assessment evaluates a person's personality in five broad categories (extraversion, openness, agreeableness, conscientiousness, and neuroticism).
- DISC Behavior Inventory – This inventory asks a series of questions to identify a person's typical, daily behavior and then classifies their personality based on four factors (dominance, influence, steadiness, and compliance).

For information on where to find more about these assessments, look in the Resource Section of your Participant's Workbook.

SHOW SLIDE: *Activity: Shape Assessment*

ACTIVITY: Shape Assessment

Materials: Shape Assessment handouts

Time: 10 minutes

Instructions:

DO: Break the room into groups based on the shape they selected. Remind the participants to take their Participant's Workbook with them.

SAY: Please look in your workbook and find the **Shape Assessment** handouts. We are about to find out what each of the shapes say about our personalities. As a group, review the description about your shape. Then, select a spokesperson to report out to the others about your shape and its description.

- DO:** Give the groups about 5 minutes to review their shape, and then ask for the spokesperson to provide their shape's description to the class/group.
- ASK:** (After all groups report out) Were there any of you who did not identify with the descriptions related to the shape you chose? Did anyone have trouble choosing? After hearing the descriptions of each shape, did some of you identify more with a different description or have trouble choosing which shape fits you best?
- DO:** Ask for a show of hands of people that would change groups. Once everyone has shared, they can move back to their seats.

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
- Know 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 or 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 a 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 behaviors:

- 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/>

SHOW SLIDE: *Activity: Shape Assessment Reflection*

ACTIVITY: Shape Assessment Reflection

Materials: Shape Assessment Reflection worksheet

Time: 15 minutes

Instructions:

SAY: Find the **Shape Assessment Reflection** worksheet in your Participant's Workbook. Now that we have discussed the main personality characteristics associated with the shape you chose, we need to consider the various personalities that you interact with most often in your worksite. At the top of the worksheet, fill in the blank with the shape you chose. Next, refer back to the **Shape Assessment** handout and write down the Suggestions

for Change for your shape. Then, I want you to think about the members of your team with whom you work most closely. In the Team Members column, write their names (or initials). You are not going to share this information with anyone.

SAY: Next, consider which personality shape best describes each of the team members you just identified, and write that shape in the column Predicted Shape. Finally, find the shape you predicted for each team member in the **Shape Assessment** worksheet, and write suggestions for How to Work Best with This Shape in the Improve Working Relationship column.

DO: Give participants about 10 minutes to complete the reflection.

ASK: Were there any surprising suggestions? Anything you had never thought of?

DO: Give participants a brief opportunity to share.

SAY: Now, consider your suggestions for change. Based on the characteristics for How to Work Best with your team members, which shape(s) may complement you? For example, I am a _____ (square), so one of my suggestions for change is _____ (to try taking more risks and acting spontaneously). As a result, my team member who is a _____ (circle) is a great complement to my personality because to work best with that shape, I need to _____ (be flexible).

SAY: If there are any team members that you identify as complementing your personality, put a star by their name/initials in the Team Member column.

ASK: Were there any “a-has”? Anything that surprised you?

Shape Assessment Reflection

(Refer to the Shape Assessment handout for this reflection.)

Directions:

1. List the shape you chose for your personality.
2. List the Suggestions for Change for your shape.
3. In the Shapes column, write the shapes you believe you work with most often.
4. In the Improve Working Relationship column, list the Suggestions for How to Work Best with This Shape.

Shapes	Improve Working Relationship

OBJECTIVE: Explain the difference between implicit and explicit bias.

SHOW SLIDE: *Role of Biases and Stereotypes*

SAY: Both biases and stereotypes affect workplace relationships. Not only do we want to be aware of these to avoid demonstrating prejudice or discrimination, but we also need to be aware 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 is filtered through our personal lens. We are consciously aware of some of the actions our brain makes, while others we are not. Most of the decisions our brains make are based on past experiences and stored information, also known as schemas.

SHOW SLIDE: *Activity: Schema Building*

ACTIVITY: Schema Building

Materials: Schema Building worksheet

Time: 10 minutes

Instructions:

SAY: Find the worksheet titled, **Schema Building**, in your Participant's Workbook. Think about what you already know about bias and stereotypes. It may be nothing more than the bit of information I just shared with you, or maybe you remember something about these topics from a class you had in high school or college. On the worksheet, in the first box, ACTIVATE, I want you to write down what you already know.

DO: Give the participants about two minutes to fill in the first box.

SAY: By thinking about what you already know and writing it down, you are activating your schema which will help you remember the information more easily.

SHOW SLIDE: *Categorizing*

SAY: Previously I had mentioned that our brains are working and making decisions both consciously and unconsciously. For early humans, it was 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. We categorize people all the time based on social, behavioral, or a myriad of other characteristics. These categories are the basis for how we treat people and can result in stereotypes, prejudice, and even discrimination.

SHOW SLIDE: *Biases*

SAY: Let's review the definition of bias. It is prejudice in favor or against one thing, person, or group, usually in a way considered to be unfair. 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 involuntarily formed.

SHOW SLIDE: *Activity: Schema Building*

SAY: Go back to your **Schema Building** worksheet. Think about the video we just watched and consider what you learned. On your worksheet, in the second box, BUILD, I want you to write what you just learned. I will give you a couple of minutes.

DO: Give the participants about two minutes to fill in the second box.

SAY: By processing what you watched and learned, you are building a new schema, which will help you remember the information more easily. Make a note of where this **Schema Building** worksheet is because we will come back to it later

Schema Building

Activate
What I already know

Build
What I am learning

Add
What I now have in my schema

SHOW SLIDE: Explicit Bias

SAY: Just as we are aware of our conscious thoughts, explicit bias refers 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 judgements based on them.

SHOW SLIDE: Implicit Bias

SAY: Unfortunately, implicit, or unconscious, biases are harder to address because we are either unaware of them or unclear of their basis. Everyone has these biases, so it is important to be aware of any you may have that are negatively affecting 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.

SHOW SLIDE: Stereotypes

SAY: When we hold an overgeneralized belief about a particular group of people, it is a stereotype. These beliefs often develop over the life of a person due to experiences, skewed information, or another person's perception. Stereotypes can be positive or negative. The belief that women are nurturing, or the belief that police officers like donuts are both examples of stereotypes. Implicit bias creates embedded stereotypes that heavily and arguably always influence our decision-making without our conscious knowledge.

SHOW SLIDE: Activity: Bias and Stereotype Reflection

ACTIVITY: Bias and Stereotype Reflection

Materials: Bias and Stereotype Reflection worksheet

Time: 5 minutes

Instructions:

SAY: Turn to the **Bias and Stereotype Reflection** worksheet in your Participant's Workbook. Like the previous reflection activity, you will not be asked to share your answers. This activity will help you think through any biases you may have that influence the way you respond to your staff. Consider the diversity of your team, then reflect on and respond to the three questions.

DO: Give participants about 5 minutes to complete the reflection.

SAY: Our biases and stereotypes cannot be changed if we do not acknowledge the fact that they exist. This reflection was designed to help you start the process of confronting and eliminating any you may hold.

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?

SHOW SLIDE: *Activity: How to Counteract Implicit Bias*

ACTIVITY: How to Counteract Implicit Bias

Materials: How to Counteract Implicit Bias handout

Time: 5 minutes

Instructions:

SAY: Dr. Jennifer Stollman, formerly with The William Winter Institute for Racial Reconciliation, has provided a list of tips to help successfully counteract implicit biases. Find the handout, **How to Counteract Implicit Bias**, in your Participant's Workbook. Use a highlighter to indicate which tips you find most useful based on your experiences. Then, turn to a neighbor and discuss the ones you each highlighted, in addition share any successes you may have had using these or other tips.

DO: Allow 5 minutes for participants to complete the activity.

ASK: Would anyone give an example of a success that you or your partner described using these or other tips?

DO: Pause at least 30 seconds for any responses.

How to Counteract Implicit Bias

- Recognize and challenge your current biases to help understand your:
 - Reactions,
 - Interpretations, and
 - Judgements.
- Be empathetic.
- Treat people as unique beings.
- Search for the most constructive, empowering, or productive way to deal with the situation.
- Consider how things exist from another's perspective.
- Research how bias affects different people and/or groups.

- Actively work to alter perceptions regarding implicit bias.

SHOW SLIDE: *Activity: Schema Building*

SAY: Find the **Schema Building** worksheet you partially completed earlier. Now that we have covered personalities, biases, stereotypes, and tips for working with each, I want you to consider what you have learned during this lesson. Ask yourself, "What information have you added to your schema?" I'm going to give you a few minutes to think and fill in your responses in the ADD box of your worksheet.

DO: Allow participants approximately 5 minutes to complete this activity.

Lesson 3: Non-Productive Behaviors and Conflict

OBJECTIVE: Identify at least two causes of conflict in the workplace.

SHOW SLIDE: *Managing Non-Productive Behaviors and Conflict*

SAY: 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. I'm certain we can all share numerous situations where we have had to deal with difficult personalities or *non-productive behaviors*. First, let's agree on a definition for non-productive behavior. It is a behavior that inhibits the overall productivity in the workplace. It is also important to note that the person exhibiting the behavior may actually be producing work; however, the person may do, say, or suggest ideas that create issues with coworkers.

ASK: What are some situations where you have experienced dealing with a non-productive behavior?

DO: Give participants a few minutes to respond.

FEEDBACK:

Some possible examples may include:

1. someone who is always very critical and tells how things should have been done
2. someone who talks down to colleagues
3. complaining to colleagues instead of discussing the issue with supervisor
4. never responding to requests
5. negative attitude toward working with others

SHOW SLIDE: *Common Terms*

SAY: Let's move on and identify some of the common terms for many of the non-productive behaviors you all shared, all of which can lead to conflict.

- Expressing anger (such as an employee talking loudly to another employee about being unhappy with a work assignment) – It may make people uncomfortable and cause communication to be ineffective.
- Ignoring/not listening and/or not responding – It could lead to employees not getting their work done or doing it incorrectly.
- Making assumptions/jumping to conclusions – It can create animosity and may even start gossip among employees.
- Telling what *should* have been done – It may lead to other employees shutting down and not contributing.
- Condescending tone – Another behavior that may make people uncomfortable, reduce communication, and cause others to avoid collaborating with that employee.

All of these examples may also lead to a toxic environment that could result in some employees quitting, especially if the workplace becomes too uncomfortable.

SHOW SLIDE: ***Conflict***

SAY: One of our jobs as leaders is to effectively respond to the difficult situation and help diffuse or mediate the 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. The specific ones used often depends on who is involved and past experiences with conflict resolution.

ASK: Consider your experiences dealing with conflict. Over the course of your life, especially as you were growing up, was conflict used to address problems, or was it avoided at all costs?

SHOW SLIDE: ***Messages about Conflict***

SAY: Think about some of the phrases or sayings about conflict that you may have heard, or maybe ones you even use. How about, “The squeaky wheel gets the grease.” Or, “There’s no need to complain. No one wants to hear it anyway.” These messages can really impact how you handle conflict. A person that learned, “The squeaky wheel gets the grease,” will be more likely to speak up in a conflict. The person who always heard, “No one wants to hear you complain,” will likely remain quiet or shirk away from conflict. Understanding the causes and value of conflict can help us understand our own responses.

SHOW SLIDE: ***Assumptions about Conflict***

SAY: 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. If conflict is unavoidable, work to resolve the conflict, don’t ignore it. When you plan what to do about conflicts, think win–win resolution—all conflict does not have to result in a win-lose situation. Our next activity gives each of us a chance to think about how we normally approach conflict.

SHOW SLIDE: ***Activity: Responding to Conflict***

ACTIVITY: Responding to Conflict

Materials: Responding to Conflict worksheet

Time: 5 minutes

Instructions:

SAY: Find the **Responding to Conflict** worksheet in your workbook. The first column describes a technique used to handle conflict. Be sure to consider that we often use different responses to conflict for employees, peers, and supervisors. Place a check or X in the appropriate column that indicates how often you use each technique when faced with conflict at work. There are no right or wrong answers. You will not be asked to share your responses. When you are done, flag this page because we will revisit it later.

DO: Allow participants approximately 5 minutes to complete the worksheet.

Responding to Conflict

Directions: When conflict occurs at work, how do you usually handle it? After each of the following techniques, indicate whether you use it often, sometimes, rarely, or never.

Technique	Use it OFTEN	Use it SOMETIMES	Use it RARELY	Use it NEVER
Avoid the person or issue				
Change the subject				
Try to understand another point of view				
Ask someone else to decide who is right				
Take the blame				
Give in				
Apologize				
Try to identify what you agree/disagree on				
Whine/complain to get your way				
Pretend to agree				
Admit you are wrong (even if you do not believe you are)				
Discuss until you come to an agreement				
Turn the conflict into a learning opportunity				
Work toward a mutual solution				

SHOW SLIDE: *Common Causes of Conflict*

SAY: Unfortunately, our best laid plans for resolving conflict sometimes miss the mark because we are unaware of the underlying cause of the conflict itself. Let's consider some of the most common causes. The first one is misunderstanding; this is when individuals do not hear what is being said. Perception is reality for people regardless of your intentions. Next are 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 is another common cause. This happens when employees believe they are better off competing for resources rather than cooperating.

ASK: Can someone give an example of this?

FEEDBACK: Some employees are only concerned with themselves and not the good of the team.

SAY: Authority issues—when employees lack confidence in their leaders or perceive overuse of authority.

ASK: Has anyone seen this happen before? Could you give an example?

FEEDBACK:

Possible answers are:

- A new manager makes changes and employees are not receptive.
- Employee has a bad attitude whenever asked to perform a job duty.

SHOW SLIDE: *More Common Causes*

SAY: Lack of cooperation is another cause. It is 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.

ASK: Can anyone give another good example of this?

FEEDBACK:

Possible answers are:

- Not sharing information that is needed for the daily operation
- Not sharing proper procedures with a new employee

SAY: Differences over method or style—when 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.
- Value or goal differences—when individuals value different outcomes or objectives.

As we reflect on the causes of conflict, think of ways conflict can be detrimental or beneficial to the workplace.

SHOW SLIDE: *Destructive Conflict*

SAY: Although conflict is typically viewed as being negative, there can be both positive and negative aspects. Let's look first at the negative valued, then we will discuss when it is positive or constructive. 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.

SHOW SLIDE: *Constructive Conflict*

SAY: Now let's think about the constructive or positive value of conflict. 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 be increased 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.

OBJECTIVE: Describe at least three non-productive behaviors and the related management techniques.

SHOW SLIDE: *Behavior ≠ The Person*

SAY: Regardless if conflict is constructive or destructive, it is vital to remember that we **MUST** separate the behavior from the person. Do not define a staff member or coworker by their behavior. We only want to identify non-productive behaviors so we can address them more effectively. 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.

SHOW SLIDE: *Activity: The Big 8*

ACTIVITY: The Big 8

Materials: The Big 8 worksheet
Presentation slides

Time: 30 minutes

Instructions:

SAY: Please turn in your workbook to **The Big 8** worksheet. The eight most common non-productive behaviors, along with definitions, are listed for you. As we discuss each behavior, I will share some management tips and strategies. Please use the space in the Management Strategies column to write the suggestions for each behavior that you would like to remember.

DO: Continue discussing **The Big 8** slides. After reviewing the definition/explanation on each slide, click to show the management tips and strategies. *Another click will advance to the next slide.

Instructor's Note: Participants will fill in the gray cells as you progress through the slides. Answers are in bold. There is a separate slide for each behavior.

The Big 8

Non-Productive Behavior	Definition	Management Strategies
Arguing	<ul style="list-style-type: none"> • Looking for an opportunity to disagree • When questioning goes beyond clarification or thoughtful debate and becomes annoying and disruptive 	<ul style="list-style-type: none"> ▪ Encourage considering other ideas. ▪ Change the employee's focus. ▪ Acknowledge positive points of argument. ▪ Limit time for speaking. ▪ Paraphrase positions
Withdrawing	<ul style="list-style-type: none"> • Acting indifferent or passive • Not being involved in discussion 	<ul style="list-style-type: none"> ▪ Get the employee involved in advance by asking him/her to assist and give ideas to help with the meeting. ▪ Ask questions he/she can answer and give positive reinforcement for any contribution. ▪ Ask open-ended questions. ▪ Do not fill the silence. Wait on a response.
Aggression	<ul style="list-style-type: none"> • Going after others' ideas in a critical or vicious manner • Blaming others or showing hostility and anger • Putting down others' ideas. 	<ul style="list-style-type: none"> ▪ Keep your cool and do not respond with anger. ▪ Be assertive but optimistic. ▪ Speak more quietly as the employee gets louder. ▪ Respond to the whole group, not just the one person.
Negativity or Complaining	<ul style="list-style-type: none"> • Finds fault, blames or puts down others • Whining that things are unfair and always dissatisfied • Sarcastic and snarky 	<ul style="list-style-type: none"> ▪ Shift to problem solving – “Do you have any suggestions for how we can make that better?” ▪ Be patient and compassionate. ▪ Listen for and identify the key points. ▪ Paraphrase what they say, but do not agree.
Opinionated and Condescending	<ul style="list-style-type: none"> • Responds as always being the expert • Always knows best and has the right answer 	<ul style="list-style-type: none"> ▪ Acknowledge their input but add your own by saying, “That’s good. Here’s what I’m thinking.” ▪ Encourage others’ input by asking, “How do the rest of you see this?” ▪ Question them and do not be intimidated.
Talking	<ul style="list-style-type: none"> • Loves to hear own voice • Monopolizes the conversation/discussion 	<ul style="list-style-type: none"> ▪ Assign the role of scribe. ▪ Assign a timekeeper to help things move along. ▪ Acknowledge and move on by saying, “You have some interesting ideas. I would love to chat about them later. For the sake of time, we need to move on.”
Attention-Seeking	<ul style="list-style-type: none"> • Frequently interrupts • Disrupts to come to a conclusion • Has an unusual way of calling attention to one's self (like standing when everyone else is seated) 	<ul style="list-style-type: none"> ▪ Shift focus to task. ▪ Restate the purpose of the work or discussion. ▪ Ask the person how the comment relates to the discussion. ▪ Reward the serious side of the person by complimenting desired behavior.
Egocentrism	<ul style="list-style-type: none"> • Highly assertive and outspoken • Very controlling and self-assured 	<ul style="list-style-type: none"> ▪ Restate his/her ideas. ▪ Agree when possible – “Great minds think alike.” ▪ Present ideas using words like <i>maybe</i> or <i>perhaps</i>. ▪ Speak inclusively: we or us instead of I or you. ▪ Ask questions to get expanded ideas.

SAY: We now have a toolbox full of ideas for managing non-productive behaviors. Let's see if we can apply some of these strategies.

SHOW SLIDE: *Activity: Reality Practice*

ACTIVITY: Reality Practice

Materials: Reality Practice worksheet
The Big 8 worksheet

Time: 15 minutes

Instructions:

SAY: In your Participant's Workbook, find the worksheet, **Reality Practice**. You are going to work in pairs, or groups of three, to identify non-productive behaviors and describe effective management strategies. You may reference **The Big 8** worksheet for help, if needed. Read the scenario and then, identify the common non-productive behaviors that are exhibited. Finally, decide on the most effective responses. There are numerous answer possibilities, so do not worry about right and wrong. I will give you about 10 minutes. Go ahead and find a partner.

DO: Give participants about 10 minutes to complete the activity.

SAY: Now that you have had the chance to work through the scenarios, let's have some volunteers to describe their responses.

DO: Allow participants time to respond.

Instructor's Note: *If you need to make a time adjustment, you may assign scenarios.*

Reality Practice

Directions: Read each scenario and then list at least two effective responses for the situations. You may reference **The Big 8** worksheet, if needed.

1. David was hired as an assistant about six months ago. Although he has very little experience in child nutrition, he is an eager learner. One of his co-workers, Margarite, who has been there for over 20 years, has repeatedly been very demeaning and condescending when coaching him on food safety best practices. You have overheard her on numerous occasions, but when you asked David if everything was okay, he just smiled and said everything was fine.

Response #1:

Response #2:

2. Briana works very hard as a cook and feels the other assistants are not carrying their weight. George decides to talk about the other assistants with some of the other staff.

Response #1:

Response #2:

3. Roxanne has been arriving to work late and with a generally disheveled, unkempt appearance. The other foodservice staff are doing some of her duties. When you, her manager, check in on her, she tries to take credit for much of the work she has not performed. The other staff members hear her and are visibly angry.

Response #1:

Response #2:

Instructor's Note: Answers will vary.

OBJECTIVE: List the steps to achieve win-win results in conflict management.

SHOW SLIDE: A Positive Resolution

SAY: As leaders, our ultimate goal when dealing with any conflict or difficult behavior is a positive resolution. Fortunately, 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. So, not only is it important for us as leaders to stay open-minded and committed to communication, we must also encourage it among our team. This will ultimately lead to win-win results.

SHOW SLIDE: Achieve Win-Win Results

SAY: The ultimate goal of any conflict is always to achieve win-win results, and because of this training, you now have a toolbox full of strategies to help you do that. As you take this information back and begin implementing it in your workplace, start with these basic steps, and your chance for achieving win-win results will greatly improve.

- 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.

OBJECTIVE: Explain the role attitude plays in effective conflict management.

SAY: I hope that you have gained several new management strategies and for the most common non-productive behaviors and can now see how they fit into an effective conflict resolution process. However there is one other strategy to keep in mind.

SHOW SLIDE: Attitude

SAY: Our attitude! *Attitude* is the overall way a person thinks or feels about someone or something and relates to the outside world. Our attitudes have a large impact on how we handle any situation, including interactions with our team members.

SHOW SLIDE: It's Up to You!

ASK: Are you a person who tends to always emphasize the positive and find the silver lining in the cloud? Or do you expect the worst and anticipate that others won't do the best thing?

SAY: 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. We can always choose how we respond to others. Something as easy as an enthusiastic greeting can influence our own outlook, as well as others' in the workplace.

SHOW SLIDE: *Share Your Positivity*

SAY: A positive attitude builds enthusiasm, enhances creative problem solving, and causes good things to happen more often. To increase the likelihood of these things happening with your team, consider these 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.

Regardless of the personality, behavior, or conflict that arises, these simple strategies go a long way in helping to reduce the tension and promote a more positive work environment.

SHOW SLIDE: *Activity: Responding to Conflict – Revisited*

ACTIVITY: Responding to Conflict – Revisited

Materials: **Responding to Conflict** worksheet
Highlighter and pencil/pen

Time: 5 minutes

Instructions:

SAY: As we wrap up, let's revisit the **Responding to Conflict** worksheet you flagged earlier. Please find it in your workbook. On that sheet, you identified how often you used certain resolution techniques. Think about everything we discussed today. Draw a line through any technique you marked as **Use It OFTEN** that you now realize may not be the most effective. Next, highlight at least two techniques you will try to use more often. When you find yourself defaulting to your usual management strategies, use this chart as a reminder to try something different, something more effective.

Responding to Conflict

Directions: When conflict occurs at work, how do you usually handle it? After each of the following techniques, indicate whether you use it often, sometimes, rarely, or never.

Technique	Use it OFTEN	Use it SOMETIMES	Use it RARELY	Use it NEVER
Avoid the person or issue				
Change the subject				
Try to understand another point of view				
Ask someone else to decide who is right				
Take the blame				
Give in				
Apologize				
Try to identify what you agree/disagree on				
Whine/complain to get your way				
Pretend to agree				
Admit you are wrong (even if you do not believe you are)				
Discuss until you come to an agreement				
Turn the conflict into a learning opportunity				
Work toward a mutual solution				

SHOW SLIDE: Questions

SAY: There are no guaranteed answers when it comes to effectively managing personalities and conflict; however, you now should have a better understanding of the how's and why's which will increase your opportunities for success. As we wrap up, are there any questions?

DO: Address any questions or comments posted on the Bike Rack.

SHOW SLIDE: Post-Assessment

SAY: We are near the end of our training. At this time, complete your evaluation and the **Post-Assessment** provided by ICN. Remember the unique identifier you used on the **Pre-Assessment**, and be sure to write it on the **Post-Assessment**.

SHOW SLIDE: The Institute of Child Nutrition

SAY: Thank you for your attention and participation in today's session. Please travel safely as you leave.

Appendix

Glossary

Attitude: the overall way a person thinks or feels about someone or something and relates to the outside world

Bias: tendency to believe some person or group is better than others are and usually results in treating some people unfairly

Conflict: a struggle that results from incompatible or differing needs or demands

Conflict management: ability to identify and handle conflicts in a sensible, fair, and efficient manner

Discrimination: unfair or unjust treatment of different categories or groups of people

Diversity: variety or range of different characteristics

Explicit bias: conscious attitudes and beliefs about a person or group

Generation: group of people born and living during the same time—approximately 25 years

Implicit bias: attitudes and beliefs held unconsciously about a person or group

Non-productive behavior: behavior that inhibits the overall productivity in the workplace

Personality: the social and emotional qualities a person develops that makes them different from others

Prejudice: biased opinion about a person or group because of race, sex, religion, etc.

Schema: information organized by categories and the existing relationships between them

Stereotype: widely held belief, which is usually untrue or unfair, about a group of people that share specific characteristics

Workforce: group of people available for work

Workplace: place where work is being done

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