

# Managing Personalities and Conflict





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## Participant's Workbook

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**Key Area:** 3 (Administration)

4 (Communication and Marketing)

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4100 (Communications and Marketing)

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# Institute of Child Nutrition

## The University of Mississippi

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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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## Introduction

Welcome to *Managing Personalities and Conflict*. 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.

## 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/>



## Lesson 1: Generations

There are currently 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. In this lesson, we are going to examine the characteristic patterns exhibited by each generation, which 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.

### Objectives:

- 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



## Let's Compare the Generations

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

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

## 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
<b>If you have to ask someone a question, which type of communication do you most prefer?</b>	Face-to-face	E-mail	Phone call	Text
<b>Which type of reward motivates you the most?</b>	A job well done	Title and recognition	Money	Vacation
<b>What is most important to you?</b>	Your experience is respected.	Being valued and needed.	Let me do it my way.	Working with other bright and creative people.
<b>Which type of leadership style belongs to you?</b>	Top-down	Chain-of-command	Self-command	Collaborate
<b>Which best describes your interactive style?</b>	Individual	Team player	Entrepreneur	Participative
<b>As a teenager, you...</b>	Respected your parents.	Rebelled and challenged authority.	Friends were more important than family.	Counted on your parents for advice and guidance.
<b>How often do you want feedback?</b>	Feedback is not necessary.	During a performance review	Just enough to let me know that I am on the right track.	All the time.
<b>Your loyalty is toward...</b>	The organization	The importance and meaning of work	Your individual goals	People or projects
<b>How often do you use a computer for personal use?</b>	Seldom	Just at work is enough for me	Everyday	Cannot live without it
<b>How do you feel about work and money?</b>	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.
<b>Add up the point total for each column.</b>				
<b>Grand Total:</b> <i>Add the column totals together.</i>				
<b>My Generation is...</b>	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](https://diversity.missouristate.edu/assets/diversityconference/Generational_Personality_Quiz_Handout.pdf)

## 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](http://www.cengage.com/resource_uploads/downloads/0538730463_89590.doc)



## Lesson 2: Personalities, Biases, and Stereotypes

Our workforce includes people with innumerable differences including socioeconomic statuses, educational backgrounds, ethnicities, and religions, as well as each person's unique behaviors and personalities. This lesson will focus on how these, and other, differences contribute or lead to conflict. We will also reflect on several topics that will help you identify the impact you may be having on staff or effective conflict resolution.

### Objectives:

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



## 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.

## Shape Assessment

### 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.

## Shape Assessment

### **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.

## Shape Assessment



### **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/>*

## Shape Assessment 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

## Schema Building

# A

## ctivate

What I already know

# B

## uild

What I am learning

# A

## dd

What I now have in my schema

any you may hold.





## How to Counteract Implicit Bias

- Recognize and challenge your current biases to help understand your:
    - o Reactions,
    - o Interpretations, and
    - o 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.
- 

### Notes:

## Lesson 3: Non-Productive Behaviors and Conflict

Every organization has 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. This lesson will address how to identify common non-productive behaviors and issues that lead to conflict. In addition, we will identify tips and strategies for effective conflict management.

### Objectives:

- 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.



## 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				

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**Notes:**



## The Big 8

**Directions:** In the **Management Strategies** column, record suggested strategies for how to manage each non-productive behavior.

Non-Productive Behavior	Definition	Management Strategies
<b>Arguing</b>	<ul style="list-style-type: none"> <li>• Looking for an opportunity to disagree</li> <li>• When questioning goes beyond clarification or thoughtful debate and becomes annoying and disruptive</li> </ul>	
<b>Withdrawing</b>	<ul style="list-style-type: none"> <li>• Acting indifferent or passive</li> <li>• Not being involved in discussion</li> </ul>	
<b>Aggression</b>	<ul style="list-style-type: none"> <li>• Going after others' ideas in a critical or vicious manner</li> <li>• Blaming others or showing hostility and anger</li> <li>• Putting down others' ideas.</li> </ul>	
<b>Negativity or Complaining</b>	<ul style="list-style-type: none"> <li>• Finds fault, blames or puts down others</li> <li>• Whining that things are unfair and always dissatisfied</li> <li>• Sarcastic and snarky</li> </ul>	
<b>Opinionated and Condescending</b>	<ul style="list-style-type: none"> <li>• Responds as always being the expert</li> <li>• Always knows best and has the right answer</li> </ul>	
<b>Talking</b>	<ul style="list-style-type: none"> <li>• Loves to hear own voice</li> <li>• Monopolizes the conversation/discussion</li> </ul>	
<b>Attention-Seeking</b>	<ul style="list-style-type: none"> <li>• Frequently interrupts</li> <li>• Disrupts to come to a conclusion</li> <li>• Has an unusual way of calling attention to one's self (like standing when everyone else is seated)</li> </ul>	
<b>Egocentrism</b>	<ul style="list-style-type: none"> <li>• Highly assertive and outspoken</li> <li>• Very controlling and self-assured</li> </ul>	

## 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:



# 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



## Increasing Generational Performance Answer Key

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

Adapted from: [www.cengage.com/resource\\_uploads/downloads/0538730463\\_89590.doc](http://www.cengage.com/resource_uploads/downloads/0538730463_89590.doc)

## The Big 8 Answer Key

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

## Resources

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