

BUILDING HUMAN RESOURCE MANAGEMENT SKILLS
Management Skills for Success

**DEALING WITH DIFFICULT PEOPLE
AND SITUATIONS**



National Food Service Management Institute
The University of Mississippi
University, Mississippi
www.nfsmi.org

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INTRODUCTION

The National Food Service Management Institute developed this series of modules on human resource management to meet a need for relevant materials that would provide directors and supervisors the tools to teach managers effective management skills. Learning to work with and lead employees is a never-ending journey. These materials were designed to assist the learner in developing effective people skills in the Child Nutrition Programs. A task force of state agency personnel, food service directors, and university faculty identified the topics to include in this resource.

Building Human Resource Management Skills was designed by a team of experienced child nutrition and adult learning professionals. A group of volunteer reviewers from the task force also made significant contributions to the development of this project. We are most grateful to them for sharing their time and expertise.

All of the human resource modules have been approved for continuing education credits by the American School Food Service Association.

Steps to follow in using materials:

Step 1. Review the entire module and think about its relevance to the participants. There may be resources within the community that you may want to use to enhance the learning experience. A lesson plan template has been provided for your use to facilitate teaching the human resource module content.

Step 2. Check the Trainer's Toolbox section in the modules for a list of materials planned for the session. The modules may require the use of policies and procedures, job descriptions, form, or standards specific to Child Nutrition Program personnel.

Step 3. Review the Suggested Time Frames and Comments to determine time allotted for each topic in the modules.

Step 4. Ensure that the learning environment, media center, classroom, cafeteria, or auditorium is comfortable for adults and conducive to learning and discussions.

Step 5. The purpose of the videotapes provided in the kits is to model practices, inspire discussion, and stimulate thoughts about personal practices. Always review videotape at least once before using in class to be familiar with the content and to determine how to use it with the group. Consider the following options:

Use the tape to focus on a specific point during the session.

Encourage interaction by showing all or part of the tape, and divide the group into comfortable discussion groups of no more than 6-7 per group.

The tapes were created to provide real-life practice situations and to precipitate discussion. There are no right or wrong answers, but better and best ways to handle human relations in Child Nutrition Programs.

HUMAN RESOURCE MODULE LESSON PLAN

Date:	Module No.: 1.4	Estimated Time: 2 Hours	Certification Credits: 2	Category: U__ Management Skills for Success
Module Title: Dealing with Difficult People and Situations				Course Title: Building Human Resource Management Skills
Instructor:				
Module Content: What is to be taught? At the completion of the module, participants will be able to meet the following objectives: 1. _____ 2. _____ 3. _____				
Instructional Aids, Materials, or Tools Needed: Check Trainer's Tool Box				
Instructional Procedures: ◦ Personal Check-In ◦ Icebreaker ◦ Video Segment (if applicable) ◦ Group activities and role playing ◦ Checking Out				
Suggested Readings: Use <i>Suggested Readings</i> to increase knowledge base concerning a given module topic.				
Evaluation Procedures: How the instructor will determine if the material has been learned. Participants can complete evaluation form included in handout packet.				
Notes: Insert notes as to revisions, additions, and deletions. What went wrong/right with the module lesson plan?				

Dealing with Difficult People and Situations

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Dealing with Difficult People and Situations

Trainer's Notes

Be prepared to share your experiences to clarify the key learning points. Hopefully you will have only highly committed and interested participants. Should you experience non-productive behaviors in this session, remember that others will be watching and counting on you to reduce the negative impact. Remind participants that communication is an important foundation for this module.

Ground Rules

- ☐ Share from your own experiences, feelings, and opinions.
- ☐ Listen to understand, not to judge.
- ☐ Speak one at a time.
- ☐ Value differences of opinion, emotion, or insight.
- ☐ Be concise and to the point.
- ☐ Accept the option to pass.

Overview

This module presents information on three aspects of dealing with difficult people or situations: the manager's attitude, the manager's purpose and goals, and non-productive behaviors. First, the attitude sections explore the importance of managers recognizing the impact of their attitudes and actions in dealing with difficult people or situations. Second, being clear about our purposes and goals helps us sort what is important and what is not. When we know this, we can focus on the big things and let the little things go. Finally, managers will find examples of problem behaviors or non-productive behaviors that inhibit effectiveness in an organization, team, meeting, or relationship. An effective manager recognizes that a person is not his or her behaviors. 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.

Objectives

At the completion of this module, participants will be able to:

- ☐ Identify ways to establish and to commit to individual purpose.
- ☐ Recognize problem behaviors or non-productive behaviors and actions of difficult people.
- ☐ Examine coping strategies for working with non-productive behaviors.



Dealing with Difficult People and Situations

Trainer's Toolbox

Materials:

Flip Chart and Stand

Paper and Markers

Overhead Projector

Transparencies and
Markers

Handouts

Definitions

Attitude- the overall way you relate to the outside world or present yourself to others.

Paradigm or mental model- the way you think and consequently act about something.

Dealing with Difficult People and Situations

Suggested Time Frames and Comments

Total Time = 2 hours

Topic	Comments	Time Allotted
Review Purpose and Objectives	Set the stage by emphasizing key points in the overview.	5 minutes
Personal Check-In: Reflections from the Past	Invite participants to reflect on difficult situations by responding to the questions in the handout.	10 minutes
Icebreaker: Types of Non-Productive Behaviors	As a large group, list the non-productive behaviors that have been identified in the Personal Check-In activity. Refer to this list throughout the session to identify ways to deal with such behaviors/actions.	10 minutes
Definitions	Review definitions as you come to each term.	5 minutes
Your Attitude: It's Up to You!	Review the handout information using examples of how you work to keep your attitude positive.	15 minutes
Clarify Your Purpose and Goals	Allow participants to reflect on the questions concerning important things in their lives. Sharing is not necessary.	10 minutes
Dealing with Non-Productive Behaviors	Review the types of behaviors. Allow discussion and questions from participants. Summarize the key strategies used.	25 minutes
Video Segment	Introduce the video segment entitled "The Football Banquet."	10 minutes
Reality Practice: Responses to Non-Productive Behaviors	In large group, choose three or four non-productive actions from your Icebreaker list. In small groups, summarize the best way to handle this person's behavior. Share responses.	10 minutes
Checking Out: Analysis and Action	Allow participants time to complete the worksheet and invite them to share their plans in small groups. If time allows, share best ideas with large group.	20 minutes

Dealing with Difficult People and Situations

Outline	Trainer's Tactics
<p>Personal Check-In: Reflections from the Past</p> <p>Consider two recent situations where you have had difficulty with someone. Briefly write your response to the following questions based on your reflection.</p> <p>Situation 1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Briefly describe the situation. <input type="checkbox"/> What action by another did you view as difficult or non-productive? <input type="checkbox"/> What did you do? <input type="checkbox"/> What could you have done which may have produced better results? <p>Situation 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> Briefly describe the situation. <input type="checkbox"/> What action by another did you view as difficult or non-productive? <input type="checkbox"/> What did you do? <input type="checkbox"/> What could you have done which may have produced better results? 	<ul style="list-style-type: none"> • • • Personal Check-In: Reflections from the Past • • • The purpose of the exercise is to build awareness of a variety of ways individuals respond to a difficult person or situation. If your group needs help with identifying a difficult situation, you may choose to use the following example. A master handout for the Personal Check-In is included in the module. • • Example: • <input type="checkbox"/> Briefly describe the situation. • <i>A co-worker is critical and abrupt in discussing how work is being done.</i> • • <input type="checkbox"/> What action by another did you view as difficult or non-productive? • <i>Her tone of voice and repeated put-downs were hard for me to deal with.</i> • • <input type="checkbox"/> What did you do? • <i>I ignored her.</i> • • <input type="checkbox"/> What could you have done which may have produced better results? • <i>I could have told her how I feel when she treats me disrespectfully. Get focused back on the job.</i> • • Other examples from a Child Nutrition Program may include: an employee's failure to follow the designed dress code, unwillingness to clean and sanitize the work area, inhospitable attitude demonstrated toward customers. • • Use the handout on page 16. • •

Dealing with Difficult People and Situations

Outline	Trainer's Tactics
<p>Icebreaker: Types of Non-Productive Behaviors</p> <p>As a large group, create a list of all the problem behaviors and non-productive actions or behaviors that you identified in your Personal Check-In responses. Note the similar ones and make a list of the kinds of problems participants have experienced. During the session, refer to this list to help each other note ways to improve skills for dealing with difficult people and situations.</p>	<p>Icebreaker: Types of Non-Productive Behaviors</p> <p>If your group is having trouble identifying non-productive behaviors, here are some examples.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expressing anger <input type="checkbox"/> Ignoring or not listening <input type="checkbox"/> Making assumptions <input type="checkbox"/> Not responding <input type="checkbox"/> Interrupting <input type="checkbox"/> Telling what someone “should” have done <input type="checkbox"/> Condescending tone <p>Use the handout on page 17.</p>

Dealing with Difficult People and Situations

Outline	Trainer's Tactics
<p>Definitions</p> <p><i>Attitude</i>- the overall way you relate to the outside world or present yourself to others.</p> <p><i>Paradigm or mental model</i>- the way you think and consequently act about something.</p>	<p>Definitions</p> <p>Review each definition as the terms appear in the session. These definitions are found on page 15.</p>

Dealing with Difficult People and Situations

Outline

Your Attitude: It's Up to You!

- ❑ Emphasize the positive.
- ❑ Look for the silver linings.
- ❑ Accept reality and move ahead!
- ❑ Seek the lesson, learning, or legacy.
- ❑ Recognize the long view.
- ❑ Focus on possibilities, not problems.
- ❑ Maintain a willingness to change.
- ❑ Remember, you always have a choice of ways to respond.

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, you may want to share your positive attitude by:

- ❑ Offering an enthusiastic greeting.
- ❑ Being more positive with those you see every day.
- ❑ Smiling when you talk on the telephone (a smile can be heard!).
- ❑ Laughing so others will laugh, too.
- ❑ Sharing uplifting personal stories.
- ❑ Setting a positive example.

- **Trainer's Tactics**

- **Your Attitude: It's Up to You!**

- Your attitude is the way you communicate yourself to others. If you are optimistic, think the best of others, and anticipate positive outcomes, you present a positive attitude and people usually enjoy being with you. If you are pessimistic, expect the worst, and anticipate that others won't do the best thing, you present a negative attitude and may make it difficult for others to enjoy being around you. So when we begin a discussion of difficulties with people and situations, we have to start with ourselves!

- Your attitude is your mental model or outward focus on the world. You can see things with or without silver linings and opportunities. When you take time to explore 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.

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- Use the handout on page 18 as you discuss this section. Ask participants to give examples of how they share a positive attitude. Discuss as a group.
-

Dealing with Difficult People and Situations

Outline

Clarify Your Purpose and Goals

Take a few minutes to think about your whole life, the personal and professional life you enjoy.

1. Write down what is most important to you.
2. What do you want to be or do in your life?
3. What roles are most significant for you?
4. What is one goal you have for each role you have listed in question 3?

When you deal with a difficult situation, think about it with your purpose, roles, and goals in mind. Reframing it this way may help you deal with non-productive behaviors in a productive manner.

- **Trainer's Tactics**

-
- **Clarify Your Purpose and Goals**

-
- Knowing what is important to you personally and professionally gives you a firm foundation for dealing with difficult situations and non-productive behaviors of others. When you know what you want to achieve, you are better able to make clear decisions from a positive outlook. You will be more able to let things slide which might have really sidetracked you if you didn't know the outcomes you most desire.
-

- Have participants respond to the four questions on the handout on page 19. Help them to understand their value and to recognize what is important. Help them reframe (looking at the situation from a different point of view)
- situations with their purpose and goals in mind.

Dealing with Difficult People and Situations

Outline

Dealing with Non-Productive Behaviors

Here are some common behaviors that interfere with the efforts of work teams to complete their tasks.

- ❑ Arguing
- ❑ Withdrawing
- ❑ Aggression
- ❑ Complaining
- ❑ Zapping
- ❑ Talking
- ❑ Attention-seeking
- ❑ Arrogance

- **Trainer's Tactics**

- **Dealing with Non-Productive Behaviors**
- Some individuals regularly interfere with

Some individuals regularly interfere with progress the team is trying to make. Sometimes their actions are intentional and sometimes they do not realize how they derail the productivity of the group. Here are eight common non-productive behaviors which managers must learn to handle. Emphasize that these are specific behaviors and not the whole person. By helping employees and colleagues recognize which of their own behaviors are a problem to others or non-productive, we increase the effectiveness of our workplaces and assist the individuals in professional growth.

- Use the handouts on pages 20 and 21. Divide participants into small groups. Ask groups to select a non-productive behavior and role-play that behavior.
-

Dealing with Difficult People and Situations

Outline	Trainer's Tactics
Tips for Dealing with Non-Productive Behaviors <ul style="list-style-type: none"> ❑ Arguing ❑ Withdrawing ❑ Aggression ❑ Complaining ❑ Zapping ❑ Talking ❑ Attention-seeking ❑ Arrogance 	Tips for Dealing with Non-Productive Behaviors <ul style="list-style-type: none"> • Quickly review the eight behaviors, then using the handouts on pages 20 and 21, go back through them to discuss the ways to deal with these non-productive behaviors. • Whenever possible, let the group deal with the person who is using non-productive behaviors. Whatever you do, do not “take on” a participant or employee in the group. You will not get a win-win situation. If you need to work one-on-one, do so in a private conference. • At the end of this section, show the video segment, “The Football Banquet.”

Dealing with Difficult People and Situations

Outline

Reality Practice: Responses to Non-Productive Behaviors

As a large group, pick three or four difficult behaviors from your list in the Icebreaker exercise. They are expressing anger, ignoring or not listening, making assumptions, not responding, interrupting, telling what someone “should” have done, and condescending tone. Insert them in the worksheet on the handout. Then work in small groups to identify the best way to handle this person’s behavior. Share your responses and your reasoning with the large group.

Example

□ Action

- ❑ Employee responds to you with anger and hostility about how you reorganized the work schedule after a new lunch period was added to the schedule.

- ❑ **Non-Productive Behavior**

- ❑ Aggression and Arrogance

☐ **Your Best Response**

- ❑ Refocus on the group task and purpose. State, “Our job is to feed students. I want every student to have the opportunity to purchase a meal. The new schedule is one way we can serve all the students.”

- **Trainer's Tactics**

- **Reality Practice: Responses to Non-Productive Behaviors**

-
- Help the group select non-productive behaviors.
- Assist the small groups as they work to determine possible actions or responses to these types of behaviors. There are many ways to respond, so assist the group in seeing the various options. Also, be aware of mental models or attitudes that may be preventing the participants from seeing ways to reframe the situation.
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- Use the handout on page 22.

Dealing with Difficult People and Situations

Outline

Checking Out: Analysis and Action

- ❑ Write the initials of a person whose behaviors you currently view as difficult.
- ❑ What action or behavior seems “difficult” to you?
- ❑ What attitude or action of yours is contributing negatively to the situation?
- ❑ What could you change about you?
- ❑ What strategies could you use to make the situation more agreeable to you and the other person?
- ❑ Check out your analysis with another participant. Share with the intent to identify the best options available to you.

- **Trainer's Tactics**

- **Checking Out: Analysis and Action**

- Using the Checking Out handout, give participants time to write, to reflect, and to discuss with another person. As you close the session, ask participants how they think differently about dealing with difficult people than before they worked through the module. Hopefully they will point out the key learning points:

- ❑ A manager's attitude is a critical factor in dealing with difficulties.
- ❑ When our purpose is clear, we can focus on what is important and not let the little things become obstacles.
- ❑ A non-productive behavior is not the whole person. Effective managers do not label people. They help employees and peers see how their actions impact goals or relationships with others.

- Use the handout on page 23.

Dealing with Difficult People and Situations

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Dealing with Difficult People and Situations

Handouts: Objectives and Definitions

Objectives

At the completion of this module, participants will be able to:

- ❑ Identify ways to establish and to commit to individual purpose.
- ❑ Recognize problem behaviors or non-productive behaviors and actions of difficult people.
- ❑ Examine coping strategies for working with non-productive behaviors.

Definitions

Attitude- the overall way you relate to the outside world or present yourself to others.

Paradigm or mental model- the way you think and consequently act about something.

Dealing with Difficult People and Situations

Handout: Personal Check-In: Reflections from the Past

Personal Check-in: Reflections from the Past

Consider two recent situations where you have had difficulty with someone. Briefly write your response to the following questions based on your reflection.

Situation 1

- ☐ Briefly describe the situation.

- ☐ What action by another did you view as difficult or non-productive?

- ☐ What did you do?

- ☐ What could you have done which might have produced better results?

Situation 2

- ☐ Briefly describe the situation.

- ☐ What action by another did you view as difficult or non-productive?

- ☐ What did you do?

- ☐ What could you have done which might have produced better results?

<p>Dealing with Difficult People and Situations Handout: Icebreaker: Types of Non-Productive Behaviors</p>
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Icebreaker: Types of Non-Productive Behaviors

As a large group, create a list of all the non-productive actions or behaviors which you listed in your Personal Check-In responses. Note the similar ones and make a list of the kinds of problems participants have experienced. During the session, refer to this list to help each other note ways to improve skills for dealing with difficult people and situations.

Dealing with Difficult People and Situations

Handout: Your Attitude: It's Up to You!

Your Attitude: It's Up to You!

- ☐ Emphasize the positive.
- ☐ Look for the silver linings.
- ☐ Accept reality and move ahead!
- ☐ Seek the lesson, learning, or legacy.
- ☐ Recognize the long view.
- ☐ Focus on possibilities, not problems.
- ☐ Maintain a willingness to change.
- ☐ Remember, you always have a choice of ways to respond.

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- ☐ Offering an enthusiastic greeting.
- ☐ Being more positive with those you see every day.
- ☐ Smiling when you talk on the telephone (a smile can be heard!).
- ☐ Laughing so others will laugh, too.
- ☐ Sharing uplifting personal stories.
- ☐ Setting a positive example.

<p>Dealing with Difficult People and Situations Handout: Clarify Your Purpose and Goals</p>

Clarify Your Purpose and Goals

Take a few minutes to think about your whole life, the personal and professional life you enjoy.

1. Write down what is most important to you.
2. What do you want to be or do in your life?
3. What roles are most significant for you?
4. What is one goal you have for each role you have listed in question 3?

When you deal with a difficult situation, think about it with your purpose, roles, and goals in mind. Reframing it this way may help you deal with non-productive behaviors in a productive manner.

Dealing with Difficult People and Situations

Handout: Tips for Dealing with Non-Productive Behaviors

Tips for Dealing with Non-Productive Behaviors

- ❑ **Arguing-** looking for an opportunity to disagree or pick at an idea, when questioning goes beyond clarification or thoughtful debate and becomes annoying and disruptive, not letting go of own idea to hear others.
Manager Goal: **Help to consider other ideas.**
Manager Tips: Change the focus.
 Agree with her ideas.
 Limit time for speaking.
 Ask what the group thinks.
 Paraphrase positions.
 Ignore, and then meet later for one-on-one.
- ❑ **Withdrawing-** acting indifferent or passive, not being involved in discussion, occupying self by doodling or whispering to others, getting off the subject.
Manager Goal: **Persuade to become involved and to contribute.**
Manager Tips: Get ideas for getting the employee involved in advance.
 Include ideas in final product.
 Have her share ideas with someone else, then come back to the group.
 Ask open-ended questions.
- ❑ **Aggression-** going after others' ideas in a critical or vicious manner, blaming others or showing hostility and anger, putting down others' ideas or status.
Manager Goal: **Persuade to become involved and to contribute.**
Manager Tips: Keep your cool!
 "I see you have strong opinions. Let's hear what the others think."
 Respond to the whole group, not just the one person.
 Remain neutral.
 Check to see if you have eliminated all threats from the work domain.
- ❑ **Complaining-** finding fault, blaming, whining that things are unfair, or always expressing dissatisfaction with the way things are.
Manager Goal: **Shift to problem solving.**
Manager Tips: Be patient and compassionate.
 Commit to getting the person to focus on solutions.
 Listen for the main points.
 Identify the key points (even if you have to interrupt).
 Shift focus to solutions.

Dealing with Difficult People and Situations

Handout: Tips for Dealing with Non-Productive Behaviors

Tips for Dealing with Non-Productive Behaviors

- ❑ **Zapping-** like a sniper, zapping or putting down others' ideas, squelching anything new or different with "It will never work," or "We tried that once, and it was a failure."
Manager Goal: **Focus on the possibilities.**
Manager Tips: Ask, "How do the rest of you see this?"
Ask person to offer a replacement idea for the one she zapped.
Say, "I think this idea has possibilities, anyone else see a chance here?"
Focus on the future.
- ❑ **Talking-** loves to hear own voice, doesn't relinquish the floor, monopolizes the conversation, and uses all the airtime.
Manager Goal: **Persuade to be quiet.**
Manager Tips: Assign the role of scribe.
Refer to ground rules of respecting timeliness and listening.
Use non-verbals (glance at watch to indicate your concern with time, with hands indicate that it is time to wrap up).
Confer privately to seek understanding of what the person wants.
- ❑ **Attention-seeking-** clowns about things and disrupts the team's efforts to come to a conclusion or has an unusual way of calling attention to one's self (like standing on a chair when everyone else is seated).
Manager Goal: **Shift focus to task at hand.**
Manager Tips: Restate the purpose of the work or discussion.
Ask how the interruption or behavior relates to the topic or task.
Call on the person for serious dialogue to show that he can contribute. "I missed the point of your joke. Could you give me your point straight?"
Reward the serious side of the person by complimenting desired behavior.
- ❑ **Arrogance-** highly assertive and outspoken, intends to get things done in the way she knows is best, very controlling and self-assured know-it-all.
Manager Goal: **Open mind to group task or new information.**
Manager Tips: Know what you are talking about.
Restate her ideas.
Agree with parts of these ideas.
Present ideas using words like "maybe," "perhaps," or "I wonder if."
Use "we" or "us" instead of "I" or "you."
Use questions to get expanded ideas.

Dealing with Difficult People and Situations
Handout: Reality Practice: Responses to Non-Productive Behaviors

Reality Practice: Responses to Non-Productive Behaviors

Action	Non-Productive Behavior	Your Best Response
Example: Employee responds to you with anger and hostility about how you reorganized the work schedule after a new lunch period was added to the schedule.	Aggression and Arrogance	Refocus on group task and purpose. State, "Our job is to feed students. I want every student to have the opportunity to purchase a meal. The new schedule is one way we can serve all the students."

Dealing with Difficult People and Situations

Handout: Checking Out: Analysis and Action

Checking Out: Analysis and Action

- ☐ Write the initials of a person whose behaviors you currently view as difficult.

- ☐ What action or behavior seems “difficult” to you?

- ☐ What attitude or action of yours is contributing negatively to the situation?

- ☐ What could you change about you?

- ☐ What strategies could you use to make the situation more agreeable to you and the other person?

- ☐ Check out your analysis with another participant. Share with the intent to identify the best options available to you.

Dealing with Difficult People and Situations

Handout: Evaluation Form

Please check the response below that best describes your feelings about this program:

Question	Agree	Unsure	Disagree	Comments
1. Topic is of interest to me as a manager.				
2. Topic is important to my job.				
3. Content is useful in my job as a manager.				
4. Handouts help me understand the topic better.				

5. List one or more things you plan to do differently in your job after attending this in-service:

6. My supervisor can help me deal with difficult people and situations in my job by:

General Comments:

Thank you for taking the time to complete the evaluation form. Have a great day!

Dealing with Difficult People and Situations

Handout: Suggested Readings

Suggested Readings

- Adams, B. (1998). Managing people. Holbrook, MA: Adams Media Corporation.
- Axlerod, A. & Holtje, J. (1997). 201 ways to deal with difficult people. New York: McGraw-Hill.
- Belker, L. B. (1997). The first time manager (4th ed.). New York: American Management Association.
- Bennis, W. (1999). Managing people is like herding cats. Provo, UT: Executive Excellence Publishing.
- Brinkman, R. & Kirschchener, R. (1994). Dealing with people you can't stand: How to bring out the best in people at their worst. New York: McGraw-Hill.
- Burley-Allen, M. (1995). Listening: The forgotten skill (2nd ed.). New York: John Wiley and Sons.
- Covey, S. R. (1989). The seven habits of highly effective people. New York: Simon and Schuster.
- Decker, B. (1993). You've got to be believed to be heard. New York: St. Martin's Press.
- Eittington, J.E. (1989). The winning trainer (2nd ed.). Houston, TX: Gulf Publishing Company.
- Gabarro, J. (Ed.). (1992). Managing people and organizations. Boston: Harvard Business School.
- Hillman, B. (1992). Taming the paper tiger: Organizing the paper in your life. Washington, D.C.: Kiplinger Books.
- Lakein, A. (1989). How to get control of your time and your life. New York: NAL-Dutton.
- Morrison, E.K. (1994). Leadership skills: Developing volunteers for organizational success (3rd ed.). Tucson, AZ: Fisher Books.

<p style="text-align: center;">Dealing with Difficult People and Situations Transparency Masters</p>
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Transparency Masters

Transparencies are available in two formats. Landscape formatted transparencies are provided using Microsoft Word™. A Powerpoint™ presentation format is also available.

1. Objectives
2. Definitions
3. Personal Check-In: Reflections from the Past
4. Icebreaker: Types of Non-Productive Behaviors
5. Your Attitude: It's Up to You!
6. Your Attitude: It's Up to You!
7. Clarify Your Purpose and Your Goals
8. Tips for Dealing with Non-Productive Behaviors
9. Tips for Dealing with Non-Productive Behaviors
10. Reality Practice: Responses to Non-Productive Behaviors
11. Checking Out: Analysis and Action