

PERSONNEL MANAGEMENT HANDOUTS

Working As A Team








Word Scramble

Instructions: Look at each line of letters, and unscramble them to form words or phrases pertaining to working as a team.

TMAE	
LKLSSI	
ESFL-TEEMES	
LKROCAPEW	
LEESOV R SSSUEI	
TESFIEBN	
AGOLS	
HHYATEL LESAM	
KONIGWR EETTOGHR	
MAERKOWT	
RSIEFPONSAOL	
RWRKSOCEO	
TTRNNIOUI TMAE	
EIMSL	
RAHUTGLE	
ESFL-RWHTO	
TSIESILYINRPOB	
CCUSSSE	

Skills for Success

Instructions: Place an “X” in the box that describes a skill or talent you need to do your job. There is more than one skill. Next, look at each box where you place an “X.” Write an “I” for people skills, “T” for technical skills, and a “P” for personal skills. This will match your job skills with the skill types.

 Using a recipe	 Getting to work on time	 Rotating the food in the storage area
 Weighing ingredients	 Operating the mixer	 Checking the dish machine temperature
 Drinking coffee	 Using a thermometer to take food temperatures	 Taking pride in your work
 Listening to customer's concerns	 Writing down the amount of leftover food	 Taking a nap in the storeroom
 Cooling a cooked turkey	 Telling students about the menu	 Adding garnishes to the food item
 Laughing with a child	 Personal phone calls	 Using the correct serving utensil
 Helping a student pick up a dropped tray	 Following the employee dress code	 Taking long lunch breaks
 Cleaning tables after students eat	 Teaching a new employee how to do a task	 Taking inventory
 Storing food properly in the refrigerator, freezer, and storeroom	 Receiving deliveries of food	 Washing pots and pans

True Colors

Analytical, calm, cool,
investigative, logical

Green

Authentic, enthusiastic,
compassionate, sincere

Blue

Dependable, organized,
stable, concerned

Yellow

Witty, spontaneous,
generous, eager

Orange

Know Yourself and Others

Discovering Our Personality Style Through TRUE COLORS

Outcomes In this module participants will :

- Discover the qualities and characteristics of their own particular personality style or type;
- Gain an understanding of other personality styles.

Key Concepts

- True Colors is a metaphor.
- Each person is a unique blend of the four colors or styles—a spectrum.
- There are no bad or good colors.
- There are wide individual variations within each color spectrum.

Each of us has a different and unique personality; however, there are commonalities that we share. True Colors is an attempt to identify various personality styles and label them with colors. This model of categorizing personality styles is based on many years of work by other researchers and psychologists. Essentially it draws heavily on the work of Isabel Briggs-Myers, Katherine Briggs, and David Keirsey. Don Lowry, a student of Keirsey, developed the system called True Colors which uses four primary colors to designate personality types and behavioral styles.

Lowry's objective was the application of temperament or personality style to facilitate deeper communications and understanding. He hoped it would result in positive self-worth and self-esteem. The True Colors program was designed to maximize the application of psychological style in the workplace, in the family and in education and in other types of communities. The ease of understanding and use in all human relationships and interactions make this model very functional.

The belief is that with increased understanding of ourselves and others that conflict will decrease. Once you learn your color and that of your co-workers, you will have a better understanding of why they behave the way they do!

Each color is associated with certain personality traits or behaviors. Everyone has some degree of each color, but one color is predominant. The following quiz will identify your color spectrum. Print out the following two pages. Follow the directions carefully and transfer your scores to the score sheet. If you have two colors with the same score, you pick which one you think more accurately describes you.

True Colors Assessment

Reading across in ROWS, rank the group of words on a scale of 1-4 where 1=least likely to describe you and 4=most likely to describe you.

When all rows are complete, add up the numbers in each COLUMN to get your score for each color.

<input type="text"/>	Active Opportunistic Spontaneous	<input type="text"/>	Parental Traditional Responsible	<input type="text"/>	Authentic Harmonious Compassionate	<input type="text"/>	Versatile Inventive Competent
<input type="text"/>	Competitive Impetuous Impactful	<input type="text"/>	Practical Sensible Dependable	<input type="text"/>	Unique Empathetic Communicative	<input type="text"/>	Curious Conceptual Knowledgeable
<input type="text"/>	Realistic Open-minded Adventuresome	<input type="text"/>	Loyal Conservative Organized	<input type="text"/>	Devoted Warm Poetic	<input type="text"/>	Theoretical Seeking Ingenious
<input type="text"/>	Daring Impulsive Fun	<input type="text"/>	Concerned Procedural Cooperative	<input type="text"/>	Tender Inspirational Dramatic	<input type="text"/>	Determined Complex Composed
<input type="text"/>	Exciting Courageous Skillful	<input type="text"/>	Orderly Conventional Caring	<input type="text"/>	Vivacious Affectionate Sympathetic	<input type="text"/>	Philosophical Principled Rational

ORANGE _____

GOLD _____

BLUE _____

GREEN _____

GREEN

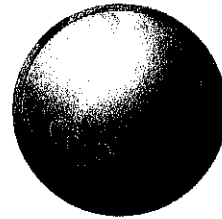
*Innovative thinking and finding answers are exciting.
Able to see the big picture and to analyze situations.*

Primary GREEN

Analytical, intuitive, and visionary. These are traits of the Green Personality type. "Greens" find innovative thinking and problem solving exciting. If you're a Green, you tend to be able to see the big picture and able to effectively analyze situations. Thinking outside the box is a real strength. You also have an extreme need to be right.

FAMOUS GREEN PERSONALITIES

Albert Einstein
Whoopi Goldberg
Barbara Walters
Steven Spielberg
Sheila Chastain, CNU



**Make up 10%
of the world's
population**

STRENGTHS

Can understand complex subjects
Logical/Systematic
Innovative
Analytical
Independent
Intellectual/Philosophical

JOYS

Acknowledgment of own ideas
Designing
Discovery
Problem-solving
Developing new systems/ideas
Self-Improvement

VALUES

Accuracy
Data/information
Innovation
Knowledge
Questions
The big picture

BLUE

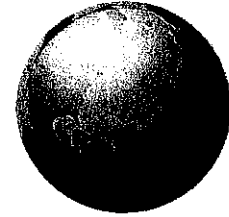
*Needs relationships and harmony.
Genuine kindness, sincerity, and compassion are important.*

Primary BLUE

Empathetic, compassionate, and cooperative. "Blues" tend to be very social people. If you're a Blue, you value relationships and harmony. Genuine kindness, sincerity, and compassion are important to you. You enjoy opportunities to work with others and collaborate and any opportunity to develop a connection.

FAMOUS BLUE PERSONALITIES

Mother Teresa
Mr. Rogers
Oprah Winfrey
Ralph Waldo Emerson
Suzanne Davidson, CNU



**Make up 15%
of the world's
population**

STRENGTHS

Authenticity
Caretaking
Communication
Compassion
Imagination
Peacemaking

JOYS

Acceptance
Affection
Entertaining
Friendships
People
Music and Fine Arts

VALUES

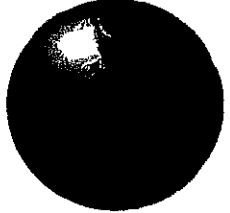
Compassion
Friendships
Harmony
Honesty
Relationship
Autonomy

GOLD

*Needs structure and routine.
Order, rules, respect, and dependability are important.*

Primary GOLD

Punctual, organized, and precise. "Golds" tend to need structure and organization. If you're a Gold, then order, rules, respect, and dependability are important to you. Time is a key part of your life if you're a Gold personality type. You need to be on time and want others to be punctual as well. Following the plan or schedule is best for you.



**Make up 45
of the work
population**

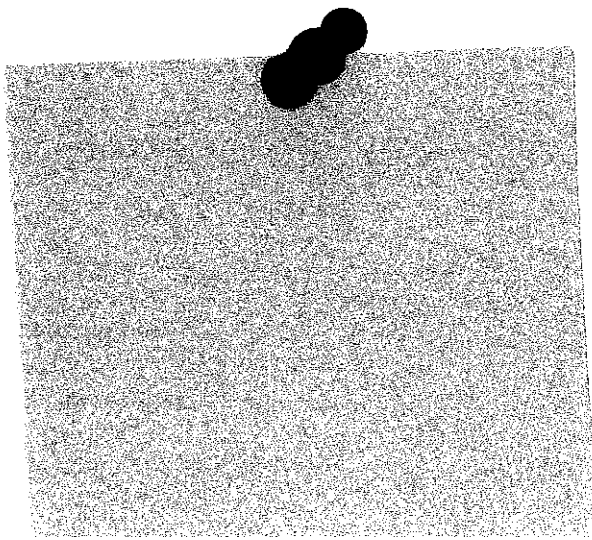
STRENGTHS
Accountability
Trustworthy
Detail-oriented
Prepared
Responsible
Organized

JOYS
Being Prepared
Completion
Leading
Family
Organizing
Planning

VALUES
Authority
Closure
Integrity
Order
Stability
Predictability

FAMOUS GOLD PERSONALITIES

**Connie Chung
Henry Ford
Margaret Thatcher
Joan Rivers
Stephanie Alsbrook, CNU**



ORANGE

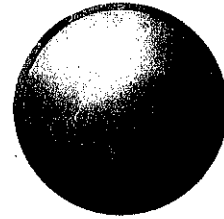
*Becomes bored and restless with structure and routine.
Prefers independence and freedom.*

Primary ORANGE

Energetic, spontaneous, and charming. If you're an Orange, you tend to be action-oriented and are comfortable taking risks. You probably also tend to be competitive and seek out adventures with opportunities to push the boundaries. Living in the moment and enjoying an adaptable time schedule are important to you.

FAMOUS ORANGE PERSONALITIES

Cameron Diaz
Eddie Murphy
Elvis Presley
Lucille Ball
Jerry Swope, CNU



**Make up 30%
of the world's
population**

STRENGTHS

Adaptable
Adventurous
Bold
Confident
Charming
Spontaneous

JOYS

Being in Charge
Competitive Environments
Crisis Management
Excitement
Leading
Recognition

VALUES

Action
Challenges
Freedom
Fun
Rewards
Humor and Variety

New Employee Orientation Checklist

Materials

- Employee handbook, both facility and department
- Department newsletters, menus, other related publications
- Other relevant handout materials

Topics

- Facility/department mission and philosophy
- General rules and regulations (i.e., sexual harassment policy)
- Probationary/permanent employment periods
- Identification policies
- Parking location/policies
- Safety/security issues
- Promotion opportunities/career ladder
- Hours of work
- Attendance policy
- Overtime policy
- Dress code
- Grievance procedures
- Union-related information, if applicable
- Required training/certifications (health department food safety certification, Civil Rights)
- Activities
- Tour of facility
- Introduction to department director, manager, and others

What I Got Versus What I Wanted

The performance I got	The performance I wanted
Example: <i>Burned pizza</i>	<i>Correctly cooked pizza</i>

Progressive Discipline Matching

Instructions: Match the step in progressive discipline to the correct definition. Write the letter denoting the correct definition in the space to the left. However, keep in mind that each school board and district will have specific and individual policies and procedures for disciplinary actions. The school nutrition director must be familiar with the policies and procedures of the district and school board and ensure SNP compliance.

Definition	Step
_____ Verbal correction with no written documentation	A. Written correction
_____ Oral correction with written notes that the verbal correction took place but documentation is often informal	B. Termination
_____ Formal written record of the event and the corrective action that the employee must implement	C. Coaching session
_____ Formal written record of the event and the corrective action that the employee must implement. This is the final warning the employee will receive. Employee may be temporarily suspended as part of this process.	D. Final written warning
_____ Severing or ending the relationship between the employee and the employer. A written record of the termination decision is provided to the employee. Usually these proceedings are conducted by the HR department.	E. Verbal correction

JOB DESCRIPTION #1

MANAGER TRAINEE

Purpose:

Oversee in a relief capacity for the regularly assigned manager, production and service of breakfast, lunch, and after school snacks for students, faculty, administrators, and visitors in accordance with district policies and guidelines while maintaining first-class standards for service, safety, and sanitation. Maintain accurate paper and computer-based production records.

Qualifications:

- Education/Certification:
 - High school diploma or GED
 - Completion of department Manager Trainee Program
 - Food Protection Manager Certification
- Special Knowledge/Skills:
 - Computer skills in Microsoft Office, email and Internet applications; prior experience with foodservice software preferred
 - Ability to operate commercial foodservice equipment
 - Ability to perform simple math
 - Ability to work with others to effectively present information and respond to questions from employees and customers
 - Ability to effectively communicate in English, both written and verbally (bilingual ability preferred)
 - Must have personal vehicle and be willing to drive it for department purposes (mileage will be reimbursed)

Minimum Experience:

- Two years of related foodservice management experience/training preferred
- One year of supervisory experience preferred

Responsibilities and Duties:

- Order and receive all food and supplies for the assigned cafeteria
- Assure security of food and supply inventory
- Manage daily money deposits and other financial functions
- Manage cash handling procedures and monitor cashiers for adherence to standards
- Maintain accurate State agency records on a daily, monthly, and annual basis
- Exercise discretion and independent judgment in daily operation of assigned cafeteria
- Communicate district and department policies and procedures to staff
- Supervise and evaluate employee work performance, provide feedback to employees during performance evaluations, staff meetings, in-services, and coaching
- Address complaints and resolve problems
- Oversee implementation and maintenance of safety training and food sanitation program (HACCP)
- Develop and implement work schedules
- Oversee new employee training and provide guidance and direction as needed

- Complete new employee progress reports
- Maintain compliance with regulatory standards for foodservice as established by local health department and State agency
- Follow guidelines to ensure accurate use of department school nutrition software
- Ensure quality control standards are achieved daily
- Provide input to assist in planning the future development of the school nutrition department
- Complete Food Protection Program and become certified as school nutrition manager within time frame assigned; maintain certification as required
- Attend required manager and safety meetings
- Additional tasks as assigned by director/assistant director or supervisor of school nutrition

Equipment Used:

Oven, dishwasher, walk-in freezer and cooler, reach-through refrigerator, large floor mixers, steam table, ice cream freezer, warmers, steamers, tilting skillet, slicer, food preparation and serving utensils, chopper, hot and cold holding equipment, cash register, POS, computer, fax machine, telephone

Working Conditions:

- Environment:
 - Frequent exposure to outside elements and danger when delivering items for catering events
 - Constant attention to detail
 - Occasional overtime may be required
 - Often required to work in humid, wet conditions
 - Exposed to fumes/airborne particles, toxic or caustic chemicals, extreme cold and heat, risk of electrical shock, risk involved with working with machinery with moving parts
- High noise level
- Safety:
 - Perform all duties in a safe and responsible manner
 - Observe all safety precautions.

The information in this job description complies with the Americans with Disabilities Act (ADA) and is not a complete list of the duties performed in this position. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

Approved by _____ Date _____

Reviewed by _____ Date _____

Source: Retrieved from ICN Archives.

JOB DESCRIPTION #2

SCHOOL NUTRITION TECHNICIAN AND ASSISTANT

Job Title:	School Nutrition Technician and Assistant	Wage/Hour Status: N/E
Reports to:	School Nutrition Manager	Pay Grade: Level 1A
Department:	School Nutrition	Date Revised: 10/02

Purpose

Prepare and serve nutritious, well-balanced meals to students, faculty, and visitors while maintaining established sanitation and safety standards

Qualifications

- Education/Certification
 - Ability to read and write preferred
 - Ability to understand verbal instructions required
- Special Knowledge/Skills
 - Courteous towards customers, including students, staff, and visitors
 - Ability to work successfully with students, customers, co-workers, and supervisory staff
 - Ability to operate commercial foodservice equipment
 - Responsibilities and Duties:
 - Prepare and serve nutritious, well-balanced meals
 - Cashier using an approved point-of-sale system
 - Maintain established sanitation standards; duties may include dishwashing and sanitizing, general cleanup, and kitchen maintenance
 - Maintain safety standards, follow district safety guidelines and procedures, and report unsafe conditions to the school nutrition manager
 - Store supplies in storage areas and other inventory management duties
 - Remove garbage and trash as needed
 - Maintain food quality and customer service standards
 - Work as part of team of professional employees; exhibit positive attitude, good communication skills, contribute to a positive atmosphere and working environment, assist in the efficient operation of a large kitchen
 - Any other duties as directed by supervisors in the line of authority

Equipment Used

Ovens, slicers, grills, tilting skillets, institutional dish machine, serving equipment (steam tables, ice cream freezer), walk-in freezer and cooler, reach-through refrigerator, warmers, mixers; steamers, food preparation and serving utensils, cash registers, computers

Working Conditions

- Physical Demands
 - Very frequent standing and walking
 - Frequent use of hands and fingers to grasp and handle or manipulate food as needed for preparation
 - Lifting/moving 1–35 pounds alone
 - Mopping, sweeping, and cleaning shelves
 - Occasional lifting/moving up to 60 pounds with assistance
 - Sitting, reaching (often overhead) with hands and arms
 - Climbing ladder, balancing, stooping, kneeling, crouching or crawling

- Vision
 - Color and peripheral
 - Depth perception
 - Ability to adjust focus

- Safety
 - Perform duties in safe and responsible manner.
 - Observe all safety precautions.

The information contained in this job description is for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of the duties performed in this position. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Approved _____

Date _____

Reviewed _____

Date _____

Source: *ICNs Competencies, Knowledge, and Skills of Effective School Nutrition Assistants/Technicians*

Suggestions for Effective Performance Appraisals

- Acknowledge/praise and recognize/reinforce good performance
- Improve unsatisfactory performance
- Create a positive sense of team membership.
- Be honest but sensitive.
- Be consistent—use the same criteria from employee to employee.
- No surprises—do not present anything that you have not discussed previously.
- Be prepared.
- Set a convenient time and place to meet. If you think it may not go well, schedule the meeting late in the day or after other employees have left work.
- Allow no interruptions during the performance appraisal.
- Discuss specific goals for improvement and schedule.
- Offer encouragement for areas that need improvement.
- Training and resources.
- Maintain confidentiality.
- Maintain respect for the other person—remember their dignity and self-worth.
- If there is a language barrier, have someone who is fluent in the employee's first language; typically, this person should be an administrator or professional (for example, foodservice supervisor, assistant principal, teacher, counselor, etc.).
- Evaluate for professional growth; never use appraisal punitively.
- End on a positive note.

CHILD NUTRITION DEPARTMENT

PAID BREAKS AND UN-PAID DUTY FREE LUNCH

REGULATORY AUTHORITY: Ark. Code Ann § 6-17-2201 et seq.

Commissioner's Memo- COM-16-42

SECTION 1: CLASSIFIED EMPLOYEES WORKING UP TO 35 HOURS PER WEEK

CLASSIFIED EMPLOYEES working more than twenty (20) hours per week, but less than 35 hours per week will receive two (2) paid 15 minute breaks per day.

PROCEDURE: Timing of the breaks must be approved by the CN Manager and will not be scheduled during student meal service or earlier than 2 hours after the employee's starting time. Employees are not entitled to leave the school campus unless pre-arranged and approved by the CN Manager. Flex time will be allowed to compensate employees for breaks not received because of unplanned situations such as short staffing, equipment failures, and change in lunch schedules or deliveries. Flex time will be documented on the time sheet.

CLASSIFIED EMPLOYEES who work fewer than 20 hours per week are not entitled to a paid break, but may take a break if they extend their work day and use their own time. Example: work 4.5 hours per day to allow for a 30 minute break.

PROCEDURE: This plan must be approved by the cafeteria manager regarding the timing of the break.

SECTION 2: CLASSIFIED EMPLOYEES WORKING 35 HOURS OR MORE PER WEEK

CLASSIFIED, NON-EXEMPT EMPLOYEES who work thirty five (35) or more hours per week must be allowed "one (1) thirty (30) minute, uninterrupted, duty free lunch period" during each work day. In addition, employees receiving a 30 minute duty free lunch are NOT entitled to two (2) fifteen minute paid breaks.

PROCEDURE: CN Managers stated work day will be from 6 am to 2 pm for 7 ½ hour per day schedule or until 2:30 for an 8 hr per day schedule. Exceptions to the stated work day schedule must be approved by the CN Director.

Duty Free lunch breaks will be scheduled in accordance to the following guidelines;

- Do not schedule a lunch break earlier than 2 hours after the stated start time of your shift.
- Do not schedule a lunch break during student meal service.
- Lunch breaks scheduled before meal service should end no later than 15 minutes before the student meal service begins.
- Do not schedule a lunch break during a known delivery time.
- If not taken earlier in the day, the lunch break may be scheduled after the last student serving period or during the last 30 minutes of the work day.
- The lunch break will be documented on the time sheet.
- Employees receiving a duty free lunch will be compensated at his/her hourly rate of pay for a lunch break missed because of an approved work related reason. Flex time may be used to compensate the employee for a partial amount of time missed. All such situations must be documented on the time sheet and approved by the director.
- Employees choosing to leave the school campus for their lunch break must notify the CN Director of his/her intent to be absent from the kitchen and must designate a "person of knowledge" to be left in charge during their absence.

COMMUNICATION CASE STUDIES:

1. Maria Sanchez is the manager of a central kitchen for the Westside School District. She has a staff of eight full-time employees and two part-time employees who work in the kitchen. She has put up a bulletin board near the office and she displays any new information or requirements on the bulletin board immediately upon receiving it for all to see. She holds staff meetings whenever she sees a need to – usually once every three months —because she is too busy to hold regular meetings. Most of the employees do not talk to her about their needs or wants; she learns about them from Sally, the head cook. Maria usually discusses whose needs or wants with Sally and then has Sally communicate with the other employees.
2. Mario Gomez is the manager of a new central kitchen. The kitchen has been running for 6 months. One of the cooks, Jennifer Sanchez, comes to speak to Mario. Mario is very busy because he has to have some procurement solicitations done by the next morning. As Jennifer is speaking, he glances through some of the solicitations. Jennifer is complaining that Mario is never available when she needs him; he is always too busy with other things or is out of the office. This angers Mario because he feels that he has gone the extra mile in helping Jennifer. He becomes angry and interrupts her in midsentence and says, “You are completely wrong! All you ever do is complain, complain, complain! Don’t you remember when I helped you with your issue with Catherine last week? Don’t you see that I have a lot of work? Stop complaining and get back to work!”

CONFLICT CASE STUDIES

1. A GROUP OF HIGH SCHOOL STUDENTS IS UNHAPPY ABOUT THE MENU SERVED AT SCHOOL. They decide to write a letter to the editor of the local newspaper rather than speak directly with the cafeteria manager or principal. The fiery letter is published!! The principal is furious that the newspaper has published the letter. The cafeteria manager is unaware of the problem until she faces the angry principal with newspaper in hand. Principal's position: Do something about this, I don't need bad publicity for my school. The principal schedules a meeting for 9am today with the unhappy students, the principal and the cafeteria manager.
2. Allen Jones is the new manager of the central kitchen for the Westside School District. This is his first job as the manager of a central kitchen. He wants to implement a new cycle menu, but he has encountered resistance from Isabella Rojas, the head cook, who has been the head cook of the kitchen for over 20 years. Isabella believes that she knows more about the operation of the school nutrition program than Allen does. She does not like Allen's new cycle menu and has been talking to the other employees about it. Many of them have sided with her. Allen feels intimidated by Isabella and tries to avoid her whenever possible. He feels that the only way he can "win" this conflict is to wait and "let the storm subside".

Dealing with Conflict in the Workplace
Handout: Checking Out: Dealing with Conflict Worksheet

Checking Out: Dealing with Conflict Worksheet

Directions: Circle three techniques you often use to resolve conflict that do not work. Check one technique you will try to use more often.

Avoid the person or subject
Change the subject
Try to understand the other person's point of view
Get another person to decide who is right
Play the martyr
Give in
Apologize
Try to identify specifically what you agree or disagree on
Whine or complain to get your way
Pretend to agree
Admit that you are wrong, even if you do not believe you are
Fight it out
Turn the conflict into a joke
Work toward a mutual solution

Consider a win-win agreement you want to create. Remember, it will take more than just you to create the agreement. Begin thinking about it now. Jot some ideas about how to follow each of the steps outlined in the worksheet.

Dealing with Conflict in the Workplace
Handout: Conflict Resolution Styles

Conflict Resolution Styles

Consider these five basic approaches to conflict resolution. In the right column, indicate the styles you are most likely to use with your followers (F), peers (P), or manager (M).

Resolution Style	Characteristic Behavior	Favorite Sayings	F, P, M
Avoid (Lose/Lose)	Non-confrontational; denies issues are a problem. This is the style of a highly dependent person without inner direction. May postpone conflict or avoid it at all costs. Moving away, leaving, losing.	“Let's discuss this later.” “Let's forget it.”	
Accommodate (Lose/Win)	Agreeable, non-assertive; cooperative even at expense of personal goals. Yielding, moving toward the other person, friendly.	“I'm sorry. You're right.” “Go head and do it your way.” “Oh, well, it is hopeless to try.”	
Compete (Win/Lose)	Uses power, position, personality or status to get own way. Academics, athletics and the law can reflect this mind set. Assertive and aggressive. Forceful, moving against others.	“Of course I'm right.” “Do it my way.” “It's your mistake.” “If I win, you lose.”	
Compromise	Aggressive but cooperative. Tries to bargain, compromise, and split the difference.	“Let's talk this over so we each get what we need.”	
Collaborate (Win/Win)	High respect for mutual benefit. Recognizes the needs and mutual benefit of both parties. Strives for win/win or recognizes abilities and expertise of all. Integrating, working toward solution with others.	“Let's share our ideas. We can work this out if we work together and value each other's skills and values.”	

Adapted from the work of Kenneth Thomas and the Thomas-Kilman Conflict Mode Instrument, Robert B. Maddux in Team Building: An Exercise in Leadership, and Stephen R. Covey's The Seven Habits of Highly Effective People.

Putting Out the Fires

Instructions: Read the conflict situations below. Using the space provided, decide how you would handle each situation. These are examples of situations that often occur when people work together. They might remind you of a conflict you have experienced as a school nutrition assistant in your current or previous work environment. Each of us responds to conflict based on our unique personality, as well as many other factors.

<p>Situation One</p> <p>Charlotte was running behind in her salad preparation task because Ann did not complete the vegetable pre-prep scheduled for yesterday. When Ann took an early break instead of offering to help, Charlotte felt angry. What should she do?</p> <hr/> <hr/>	<p>Conflict Resolution</p> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Situation Two</p> <p>The new substitute, Kenesha, forgot to place the condiments for lunch in the serving area. The students begin arriving for lunch, and the manager asks you why the proper items are not ready. How do you answer?</p> <hr/> <hr/>	<p>Conflict Resolution</p> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Situation Three</p> <p>Shirley did not get along well with the new employee, Kwan Lee. While you and Shirley are on break, she says, "After all, who would hire someone like her? She can't even understand half of what you say to her!" What would you say?</p> <hr/> <hr/>	<p>Conflict Resolution</p> <hr/> <hr/> <hr/> <hr/> <hr/>