

**MANAGING EXCLUSION AND  
CONFLICT:**  
Learning to Respond with Empowered Performance and Improved  
Teamwork



Presenter:  
John Spooner  
President,  
  
The Genesis  
Consortium, Inc.

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**Workshop Objectives**

To recognize and constructively respond to exclusionary treatment and conflict by:

- **Understanding** how emotional reactions to "differences" cause exclusion and conflict;
- **Understanding** how biases are subtly transmitted as "**low performance expectations**" visually, verbally, and vocally;
- **Understanding** how "low performance expectations", **undermine self-confidence, self-esteem, and trust**—the three most important attributes for maximum performance;
- **Increasing** your awareness of internalized "low expectations" results in mediocre performance far below one's real capabilities;
- **Learning Empowerment Tools** to manage exclusion and conflict, enabling you to deliver higher performance and improved teamwork;
- **Learning** to affirmatively support, and encourage others experiencing exclusion and conflict, & avoid destructive "pity-parties".

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**The Problem: Exclusionary  
Treatment**

- **Exclusionary Treatment...the aggressive or passive aggressive prevention, restriction, or barring from participation, consideration, or inclusion.**
- **Exclusionist...one who would exclude another from some right or privilege.**

Webster's Ninth New Collegiate Dictionary  
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## Exclusionary Treatment: Bias Driven Underground

*“Our society has moved from overt, permissive discrimination in the workplace, to a clear acknowledgement that discrimination is illegal.*

*And, in some cases, that has led to workplace discrimination (exclusionary treatment) becoming more covert and unspoken.”*

Paul Steven Miller, law professor, University of Washington; former EEOC Commissioner




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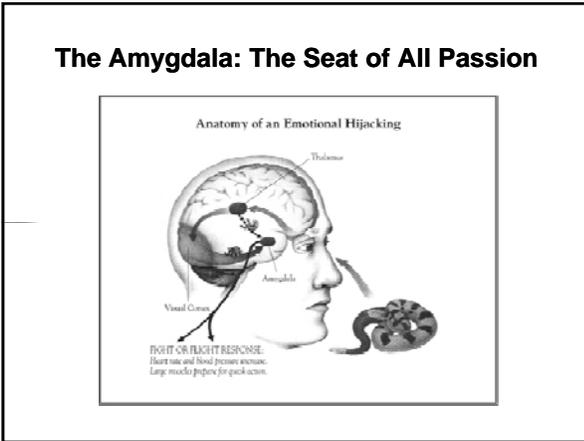
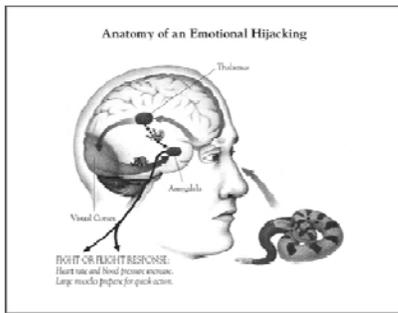
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## The Amygdala: The Seat of All Passion




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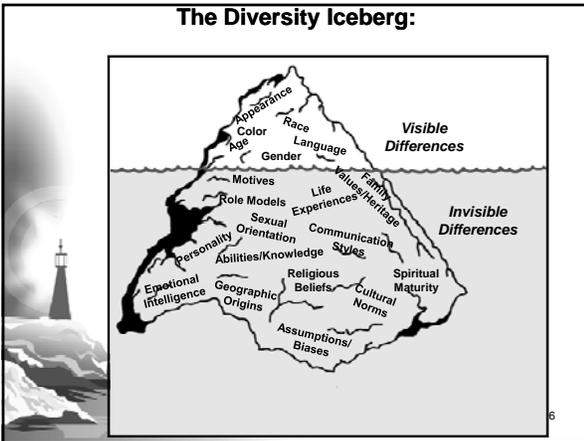
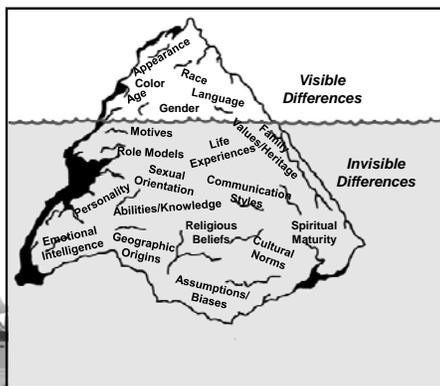
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## The Diversity Iceberg:




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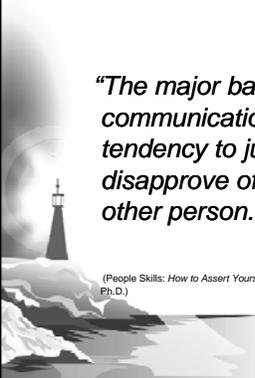
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**THE PROBLEM: NEGATIVE JUDGMENT**

*“The major barrier to interpersonal communication lies in our very natural tendency to judge—to approve or disapprove of the statements of the other person.”*

(People Skills: How to Assert Yourself, Listen to Others, and Resolve Conflicts, by Robert Bolton, Ph.D.)



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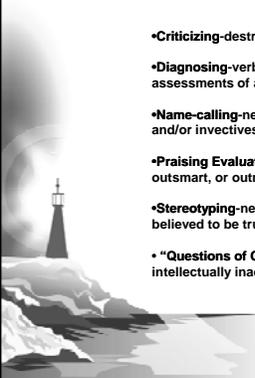
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**THE MOST COMMON FORMS OF NEGATIVE JUDGMENT**

- **Criticizing**-destructive, verbal evaluations
- **Diagnosing**-verbally assigning negative and/or inaccurate assessments of another’s motives and/or conduct
- **Name-calling**-negative “put-downs”, abusive language, and/or invectives
- **Praising Evaluatively**-manipulative praise to control, use, outsmart, or outmaneuver another
- **Stereotyping**-negative “fixed” beliefs or perceptions believed to be true for all members of a given group.
- **“Questions of Competence”**-a “fixed” belief that one is intellectually inadequate or inferior.



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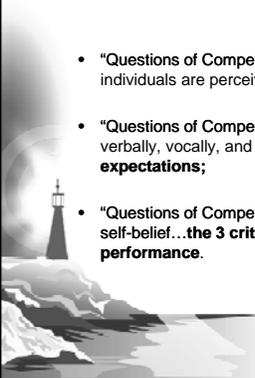
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**“Questions of Competence”**

- “Questions of Competence” arise when the abilities of individuals are perceived as **innately inadequate or inferior**;
- “Questions of Competence” are unconsciously transmitted verbally, vocally, and visually as **low performance expectations**;
- “Questions of Competence” undermine and destroy positive self-belief...**the 3 critical attributes for maximum performance.**



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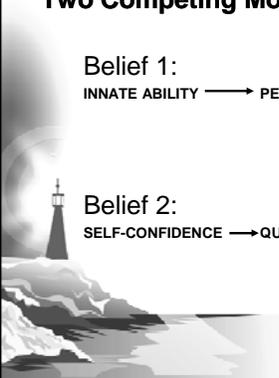
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### Two Competing Models of Development:

**Belief 1:**  
INNATE ABILITY → PERFORMANCE & DEVELOPMENT

**Belief 2:**  
SELF-CONFIDENCE → QUALITY EFFORT → PERFORMANCE & DEVELOPMENT



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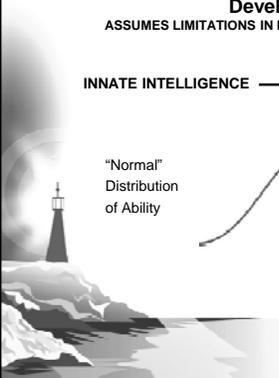
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### The Exclusion Model of Performance and Development:

ASSUMES LIMITATIONS IN INTELLIGENCE AND POTENTIAL

INNATE INTELLIGENCE → PERFORMANCE OUTCOMES AND DEVELOPMENT POTENTIAL

"Normal" Distribution of Ability

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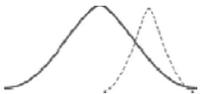
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### The Inclusion Model of Performance and Development:

ASSUMES THE AVAILABILITY OF OUTSTANDING INTELLIGENCE AND POTENTIAL

SELF-CONFIDENCE IN COGNITIVE CAPABILITY & EMOTIONAL COMPETENCE → QUALITY EFFORT → PERFORMANCE OUTCOMES & DEVELOPMENT POTENTIAL

"Normal" Distribution of Ability



Performance and development potential available in a collaborative/inclusive social context.



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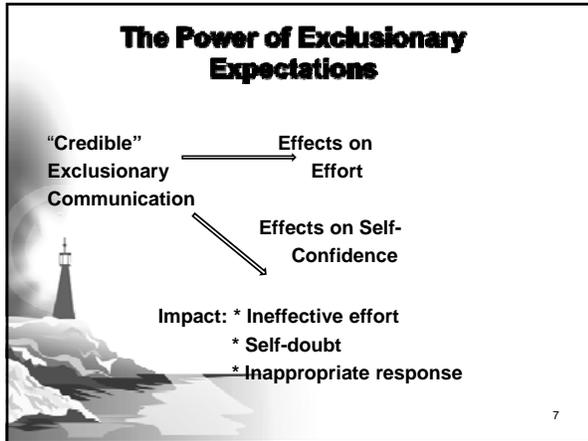
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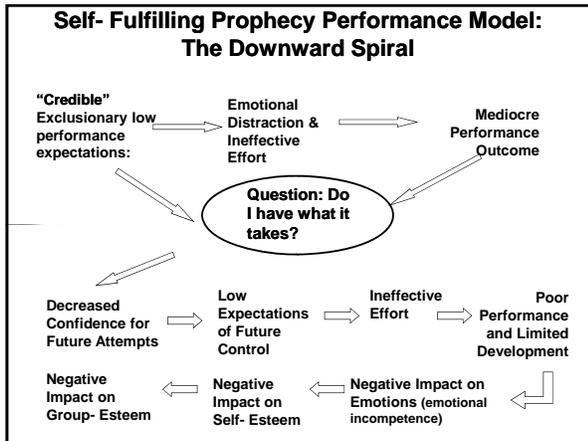
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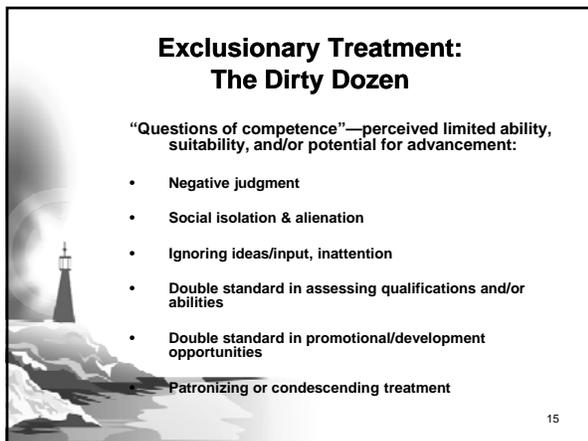
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### Exclusionary Treatment: The Dirty Dozen (cont.)

“Questions of competence”—perceived limited ability, suitability, and/or potential for advancement:

- Micro-management/ overly scrutinized
- Limited/no access to mentors/ informal guidance, the “unwritten rules for success”
- Limited/no access to critical business information
- Threatening and/or sarcastic treatment
- Assigned to “safe”/less visible jobs and tasks—“corporate ghettos”
- Victimized by sarcastic, “put-down” humor



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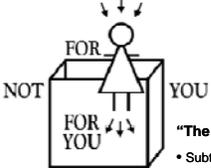
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### “The Box of Mediocrity”: Knowing Your Place



**“The Box” is defined by:**

- Subtly transmitted low performance expectations by those outside “The Box”; and...
- Subconsciously internalized low expectations, by those inside “The Box”...
- Resulting in diminished performance—confirming low performance expectations.



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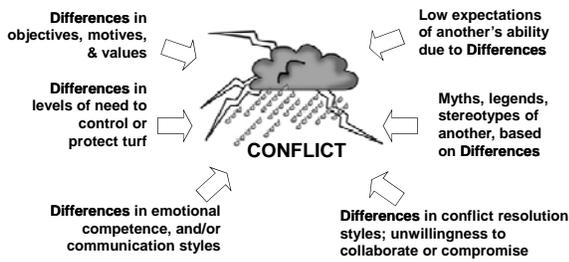
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### The Nature of Exclusion and Conflict

Exclusion & Conflict occurs because of negative judgment about perceived or actual differences:



**CONFLICT**

- Differences in objectives, motives, & values
- Differences in levels of need to control or protect turf
- Differences in emotional competence, and/or communication styles
- Low expectations of another’s ability due to Differences
- Myths, legends, stereotypes of another, based on Differences
- Differences in conflict resolution styles; unwillingness to collaborate or compromise

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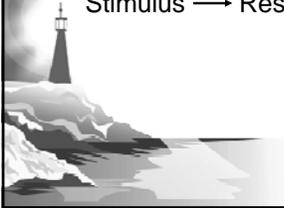
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## Learned Helplessness Syndrome: A Behavioral Outcome of Exclusion

### STANDARD LEARNING MODEL

Stimulus → Response → Desired Outcome



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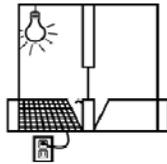
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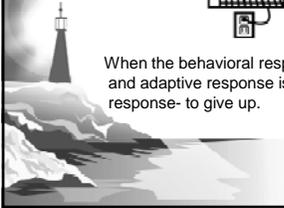
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## The “Shuttle Box” Experiment



When the behavioral response ~~X~~ desired outcome, the logical and adaptive response is replaced by a new and unhealthy response- to give up.



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## Learned Helplessness

- Exposure to an uncontrollable negative stimulus, or negative outcomes perceived to be caused by uncontrollable factors, results in a phenomenon called “learned helplessness”.
- Research has shown that making someone helpless in one situation can carry over or generalize to beliefs of helplessness in other situations.
- If exposure is consistent and intense enough, it can result in a generalized personality disposition toward helplessness...the loss of all desire to help oneself.



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## Learned Helplessness is Socially Induced

- Poverty and discrimination were found to be the two most debilitating and frequent sources of negative stimuli leading to helplessness.
- Helplessness can occur in any individual or group of individuals when they "learn" that regardless of their efforts, they cannot overcome a hostile social environment.



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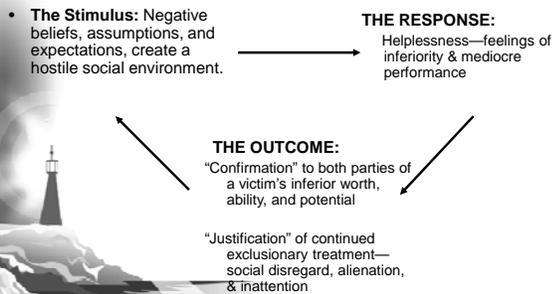
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### The Complicity Model: The Destructive Cycle of Exclusion & Conflict



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## Empowerment Principle

**IT'S NOT THE STIMULUS  
IT'S THE RESPONSE!**



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### Required Traits for Strong Relationships and Maximum Performance

**Self-Confidence:** A strong belief in your perceived abilities, and your capacity to learn and grow;

**Self-Esteem:** A strong belief in your perceived self-worth, self-respect and dignity;

**Trust:** A strong belief in a relationship based on a perception of mutual integrity, honesty, expected competence, and unguarded communications...

**ALL THREE ARE HIGHLY SUSCEPTIBLE TO INTERPERSONAL TREATMENT**



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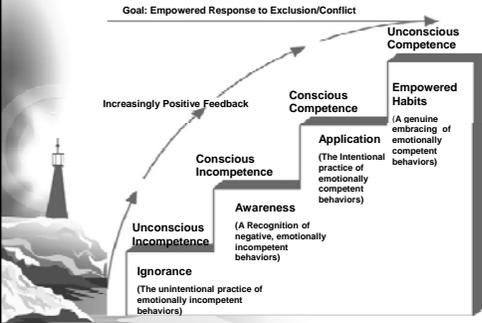
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### LEARNING EMPOWERED BEHAVIORIAL RESPONSES (Behavior Modification)

Goal: Empowered Response to Exclusion/Conflict



The diagram illustrates a staircase-like progression of emotional competency stages:

- Ignorance:** (The unintentional practice of emotionally incompetent behaviors)
- Unconscious Incompetence:** (A Recognition of negative, emotionally incompetent behaviors)
- Awareness:** (A Recognition of negative, emotionally incompetent behaviors)
- Conscious Incompetence:** (The intentional practice of emotionally competent behaviors)
- Application:** (The intentional practice of emotionally competent behaviors)
- Conscious Competence:** (A genuine embracing of emotionally competent behaviors)
- Empowered Habits:** (A genuine embracing of emotionally competent behaviors)
- Unconscious Competence:** (A genuine embracing of emotionally competent behaviors)

Arrows indicate the flow between stages, with 'Increasingly Positive Feedback' shown as a dashed arrow pointing back to the 'Application' stage.

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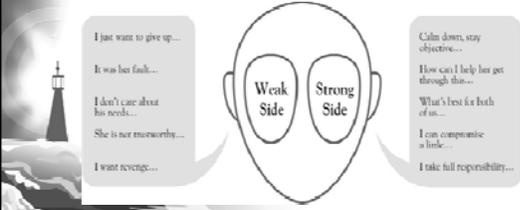
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### Weak Side/ Strong Side: An Emotional Competency Model

A simple way to think about the mysteries of human emotions and behavior is the illustration of an individual with a **Weak Side** and a **Strong Side**.



Thought bubbles on the left (Weak Side):

- I just want to give up...
- It was her fault...
- I don't care about his needs...
- She is not trustworthy...
- I want revenge...

Thought bubbles on the right (Strong Side):

- Calm down, stay objective...
- How can I help her get through this...
- What's best for both of us...
- I can compromise a little...
- I take full responsibility...

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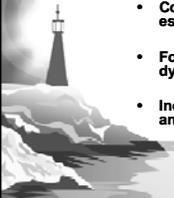
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### The Weak Side



**The Weak Side:**

- Contains potential for low self- confidence, low self-esteem & capacity for distrust
- Fosters negative motivation, emotional incompetence, dysfunctional thoughts & behavior
- Increases dissatisfaction, negative emotional memory, and strengthens Weak Side Control



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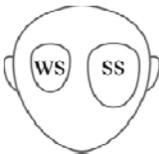
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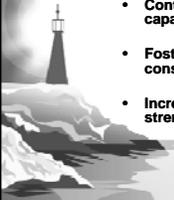
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### The Strong Side



**The Strong Side:**

- Contains potential for self-confidence, self-esteem & the capacity for trust
- Fosters positive motivation, emotional competence, constructive thoughts & behaviors
- Increases satisfaction, positive emotional memory, and strengthens Strong Side Control



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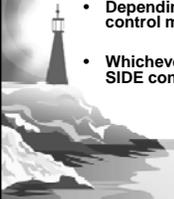
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## The Struggle for Emotional Control

- Our behavior is greatly influenced by which SIDE dominates our emotions;
- When we perceive an intense physical or emotional threat (exclusion & conflict), our emotional control can instantly shift from the SS to the WS...
- Depending on the “perceived” level of threat, the WS’s control may vary from total to partial...
- Whichever Side you “feed” the most determines which SIDE controls your emotions...

**FEED YOUR STRONG SIDE!**



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## Empowerment

**Empowerment is:**

- \* The capacity to operate from your **Strong Side**; a confident mental state, based on positive self-belief;
- \* Rooted in your ability to build and maintain an **Internal Locus of Control**—over your emotions, motives, thoughts, and actions in high performance environments;
- \* Can be taught and learned through behavior modification, resulting in improved performance and teamwork.




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## ATTRIBUTION THEORY: PERCEIVING THE CAUSES OF SUCCESS AND FAILURE

		Internal	External
Stable	Innate Ability	Innate Ability Success: INNATE ABILITY... Failure: LACK OF INNATE ABILITY	Task Difficulty Success: EASE OF TASK... Failure: TASK TO DIFFICULTY
	Quality of Effort	Quality of Effort Success: EFFECTIVE EFFORT... Failure: INEFFECTIVE EFFORT	Luck Success: GOOD LUCK... Failure: BAD LUCK
Unstable			



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## LEVEL of SELF-CONFIDENCE DETERMINES ACCURACY OF ATTRIBUTIONS

The Downward Spiral:

Low Self-Confidence → Inaccurate Attributions → Ineffective Response to Success or Failure Outcomes → EXTERNAL LOCUS

The Upward Spiral:

High Self-Confidence → Accurate Attributions → Effective Response to Success or Failure Outcomes → INTERNAL LOCUS



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MANAGING EXCLUSION & CONFLICT TOOL # 1

Attribution Technique for Building an Internal Locus of Control

- **Consciously attribute your successes to Ability and Effort (accurate success attributions)**, so that each success boosts self-confidence and expectations of control (internal locus of control).
- **Consciously attribute your failures to Ineffective Effort (accurate failure attribution)**, so that failure stimulates more intensive effort and simultaneously protects self-confidence (internal locus of control).

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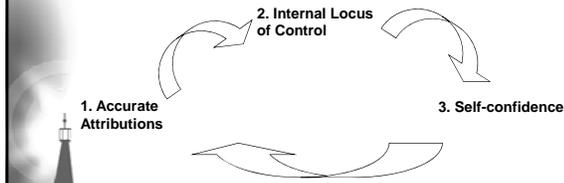
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The Empowerment Loop




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What is a Motive?

“A recurrent concern for a goal state (an unconscious need), present in fantasy, which **drives** the individual to action, **directs** his/her attention to relevant aspects of the environment, and **selects** appropriate behavior.”

David C. McClelland, Ph.D.




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## The Three Social Motives

The Primary Motives That Drive Workplace Behaviors:

- **Achievement**
- **Affiliation**
- **Power**



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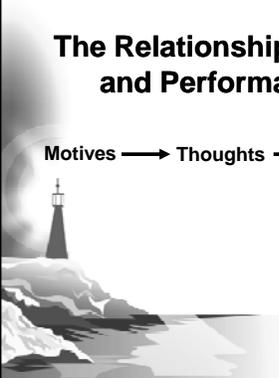
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## The Relationship Between Motives and Performance Outcomes

Motives → Thoughts → Actions → Performance Outcomes



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## Achievement

**Prime Need:** Performing Better

**Four types:**

- **Outperforming Others**—competitively driven
- **Internal Standard of Excellence**—internally driven
- **Unique or Innovative Accomplishments**—creatively driven
- **Long-Range Goal-Oriented**—strategically driven



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## Affiliation

**Prime Need:** Close, friendly relationships

**Three types:**

- **Anxious Affiliation:**  
The need to receive affiliation; concerned with being disliked, disapproved of, and/or rejected
- **Cynical Affiliation:**  
The need to receive affiliation; concerned with betrayal, dishonesty, deception, ulterior motives
- **Affiliation Interest:**  
The need to give affiliation; positively concerned for others; affirming and empathetic



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## Power

**Prime Need:** Feeling or being perceived as strong, effective, influential.

**Two types:**

- **Personalized Power (P-Power)**  
A need to win out over adversaries—perceived or real; Used for self-aggrandizement; destructive influence on others.
- **Socialized Power (S-Power)**  
A need to build collaborative relationships for a larger good—for the organization or other people; constructive influence on others.



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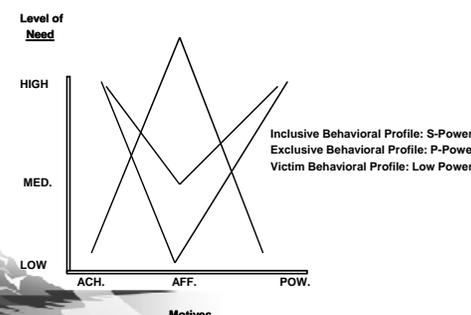
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## Motive Profiles



**Level of Need**

HIGH  
MED.  
LOW

**Motives**

ACH.      AFF.      POW.

**Inclusive Behavioral Profile: S-Power**  
**Exclusive Behavioral Profile: P-Power**  
**Victim Behavioral Profile: Low Power**

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**PERSONALIZED POWER**



- Emotionally reactive to threat or stress
- Risk averse
- Aggressive/ Passive-Aggressive
- Distrustful
- Vengeful
- Inflexible
- Stereotypes others
- Controlling
- Deceptive and evasive
- Secretive of information and intentions
- Fosters loyalty within their own group based upon generalized hostility toward others
- Self-oriented

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**SOCIALIZED POWER**



- Courageous and emotionally secure
- Seeks to minimize the risk and mutually share it
- Trustworthy and willing to trust others
- Flexible and practical, willing to admit being wrong
- Sees the unique potential in each person. Respects others rights to dignity
- Seeks common ground
- Seeks to give others a sense of control over outcomes. Enables and empowers others
- Direct, open, honest, consistent and fair
- Shares information and intentions
- Fosters loyalty across group/ functional lines based upon a vision of the larger gains possible
- Mutual goals oriented

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**MANAGING EXCLUSION & CONFLICT TOOL # 2**

**The Power Continuum: Recognizing Conflict Resolutions Styles in Yourself and Others:**

WS	Factor	WS	WS
Passive (Low Power)		Aggressive (P-Power)	Passive-Aggressive (P-Power)
Gives up own	<b>Treatment of Rights</b>	Usurps Others'	Sneaks to Usurp Others'
Qualifies, Apologizes	<b>Verbal Behavior</b>	Blames, Accuses	Uses Sarcasm, Indirect Put-downs
Adverted Gaze, Soft Voice, Draws Back	<b>Nonverbal Behavior</b>	Stares, Loud Voice, Invades Space	Sideways Glance, Sarcastic Tone, Shifts
Flight: Insecure, Loss of Confidence, Helplessness	<b>Response</b>	Fight: Insecure, Threatening, Controlling	Hit and Run: Insecure, Subtly Vengeful

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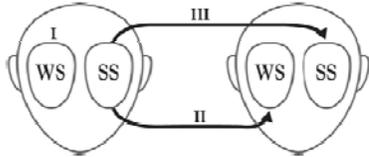
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- I. Control your Weak Side.
- II. Operate from your Strong Side.
- III. Establish a Win-Win connection.




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**MANAGING EXCLUSION & CONFLICT TOOL # 4**

**The 3-Step Affirmative Listening Technique**

Establish a **SS Network**. Use your **SS** support your team mates or others experiencing exclusion & conflict. Intentionally seek to encourage a **SS** response, and convey your empathy and understanding of their feelings. **CAUTION: AVOID PITY PARTIES!**

1. Acknowledge the legitimacy of their feelings: Verbally affirm their right to be treated fairly and respectfully.
2. Convey understanding: If possible, share a similar personal exclusionary experience. This demonstrates that you can accurately relate to their feelings.
3. Convey empathy: Emotionally connect, by demonstrating an authentic concern for their feelings. Avoid diminishing or invalidating their feelings.

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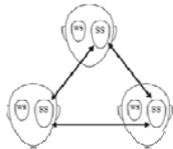
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**Strong Side Networks**

**Strong-Side Relationships "Feed" Individual & Team Strengths**



- Strengthens performance, collaboration, & inclusive interactions between individuals and teams
- Enhances morale and effective communication
- Fosters personal responsibility, self-respect, and win-win relationships

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*"A Beacon for Improving Organizational Effectiveness  
in the 21st Century."*



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