

Generation Gaps

Instructor Guide

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# US-Jaycees-logo-white-and-green.pngPreface

*Learning is a treasure that will follow its owner everywhere.*

*Chinese Proverb*

## What is Courseware?

MC900071138[1]Welcome to Corporate Training Materials, a completely new training experience!

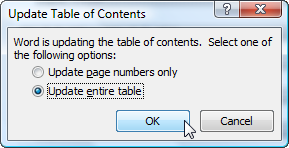
Our courseware packages offer you top-quality training materials that are customizable, user-friendly, educational, and fun. We provide your materials, materials for the student, PowerPoint slides, and a take-home reference sheet for the student. You simply need to prepare and train!

Best of all, our courseware packages are created in Microsoft Office and can be opened using any version of Word and PowerPoint. (Most other word processing and presentation programs support these formats, too.) This means that you can customize the content, add your logo, change the color scheme, and easily print and e-mail training materials.

## How Do I Customize My Course?

Customizing your course is easy. To edit text, just click and type as you would with any document. This is particularly convenient if you want to add customized statistics for your region, special examples for your participants’ industry, or additional information. You can, of course, also use all of your word processor’s other features, including text formatting and editing tools (such as cutting and pasting).

To remove modules, simply select the text and press Delete on your keyboard. Then, navigate to the Table of Contents, right-click, and click Update Field. You may see a dialog box; if so, click “Update entire table” and press OK.

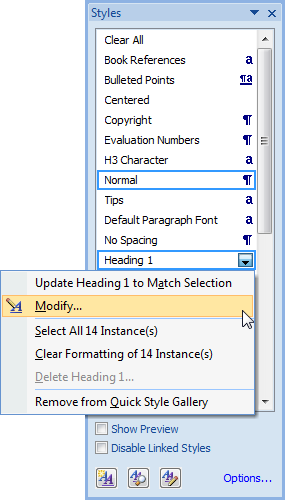


(You will also want to perform this step if you add modules or move them around.)

If you want to change the way text looks, you can format any piece of text any way you want. However, to make it easy, we have used styles so that you can update all the text at once.

If you are using Word 97 to 2003, start by clicking the Format menu followed by Styles and Formatting. In Word 2007 and 2010 under the Home tab, right-click on your chosen style and click Modify. That will then produce the Modify Style options window where you can set your preferred style options.

For example, if we wanted to change our Heading 1 style, used for Module Titles, this is what we would do:



Now, we can change our formatting and it will apply to all the headings in the document.

For more information on making Word work for you, please refer to Word 2007 or 2010 Essentials by Corporate Training Materials.

## Materials Required

All of our courses use flip chart paper and markers extensively. (If you prefer, you can use a whiteboard or chalkboard instead.)

We recommend that each participant have a copy of the Training Manual, and that you review each module before training to ensure you have any special materials required. Worksheets and handouts are included within a separate activities folder and can be reproduced and used where indicated. If you would like to save paper, these worksheets are easily transferrable to a flip chart paper format, instead of having individual worksheets.

We recommend these additional materials for all workshops:

* Laptop with projector, for PowerPoint slides
* Quick Reference Sheets for students to take home
* Timer or watch (separate from your laptop)
* Masking tape
* Blank paper

## Maximizing Your Training Power

We have just one more thing for you before you get started. Our company is built for trainers, by trainers, so we thought we would share some of our tips with you, to help you create an engaging, unforgettable experience for your participants.

* **Make it customized.** By tailoring each course to your participants, you will find that your results will increase a thousand-fold.
  + Use examples, case studies, and stories that are relevant to the group.
  + Identify whether your participants are strangers or whether they work together. Tailor your approach appropriately.
  + Different people learn in different ways, so use different types of activities to balance it all out. (For example, some people learn by reading, while others learn by talking about it, while still others need a hands-on approach. For more information, we suggest Experiential Learning by David Kolb.)
* **Make it fun and interactive.** Most people do not enjoy sitting and listening to someone else talk for hours at a time. Make use of the tips in this book and your own experience to keep your participants engaged. Mix up the activities to include individual work, small group work, large group discussions, and mini-lectures.
* **Make it relevant.** Participants are much more receptive to learning if they understand why they are learning it and how they can apply it in their daily lives. Most importantly, they want to know how it will benefit them and make their lives easier. Take every opportunity to tie what you are teaching back to real life.
* **Keep an open mind.** Many trainers find that they learn something each time they teach a workshop. If you go into a training session with that attitude, you will find that there can be an amazing two-way flow of information between the trainer and trainees. Enjoy it, learn from it, and make the most of it in your workshops.

And now, time for the training!

# US-Jaycees-logo-white-and-green.pngModule One: Getting Started

Welcome to the Generation Gaps workshop. The workplace can present challenges to management in terms of handling the different generations present. As older workers delay retiring and younger workers are entering the workforce, the work environment has become a patchwork of varying perspectives and experiences, all valuable to say the least.

*A single conversation with a wise man is better than ten years of study.*

*Chinese Proverb*

While having various cultures in one workplace can present communication problems and conflicts, the benefits of such a variety in the workplace outweigh it. Both the young and older worker has many ideas to offer, which can help the organization thrive in the marketplace. Learning how to deal with the generation gap at work will help you become a better manager or co-worker.

This workshop will help you understand the various generations present at work and understand what motivates them and how to deal with them on a daily basis. Before we start learning about the generation gap at work, let us begin our session with an activity that will help us get ready for learning and learn more about each other.

## Housekeeping Items

Take a few moments to cover basic housekeeping items.

* If you need an opening or a way to introduce the participants to each other, utilize the Icebreakers folder to begin or between breaks during the day.
* Let participants know where they can find washrooms, break facilities, and fire exits.
* Ask participants to turn off their cell phones or at least turn them to vibrate. If they must take a call, request that they do it outside.
* Take this time to encourage the group to ask questions and make this an interactive workshop.
* Write the words Respect, Confidentiality, and Practice on a piece of flip chart paper and tape it to the wall. Explain to participants that in order to get the most out of this workshop, we must all work together, listen to each other, explore new ideas, and make mistakes. After all, that’s how we learn!

## The Parking Lot

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\MP321RS9\MC900057299[1].wmfExplain the concept of The Parking Lot to participants.

* The Parking Lot is a visible place where you will “park” ideas that arise which are not on the agenda, may be off topic, or are better addressed outside of the program.
* At the end of the session, we will review parked ideas and follow up, or make suggestions for your own investigation when you are back at work.

Suggestions for the trainer:

1. If you are working with a large group of participants, you may wish to nominate a recorder to park items as you are facilitating.
2. It’s a good idea to note the name of the contributor along with the parked item.
3. Items noted on the parking lot can be useful to you later as you plan future training sessions.

## Workshop Objectives

C:\Users\Kimmi\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JVU559D0\MCj02934740000[1].wmfResearch has consistently demonstrated that when clear goals are associated with learning, it occurs more easily and rapidly. With that in mind, let’s review our goals for today.

At the end of this workshop, participants should be able to:

* History behind generation gaps
* What are traditionalists
* What are baby boomers
* What are Generation Xers
* What are Generation Yers
* Differences between each type of generation
* Finding common ground among the generations
* Conflict management
* Leveraging the benefits of generation gaps at work

## Pre-Assignment Review

The purpose of the Pre-Assignment is to get you thinking about the Generation Gap strategies you are already using and where you need to improve.

## Action Plans and Evaluations

Pass out the participant action plans and evaluations, available in the activities folder. Ask participants to fill these out throughout the day as they learn new things and have ideas on how to incorporate the things we discuss into their lives.

# US-Jaycees-logo-white-and-green.pngModule Two: History

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FTRMPN7N\MC900070833[1].wmfThe term generation gap is a term used to describe the different values and attitudes between one generation and another. This term is typically used to describe the gap between parents and their children.

*Each generation wants new symbols, new people, new names. They want to divorce themselves from their predecessors.*

*Jim Morrison*

Since the 1960’s, the term generation gap has also been used to describe the clash one age group has with another in various settings. The workplace is such an environment where different generations must intermingle and deal with each other’s way of thinking.

This module will discuss the following topics as it relates to the generation gap in the workplace:

* What generations exist in the workplace
* What defines a generation
* What this means in our workplace

Let us begin by understanding what generations exist in the workplace.

## What Generations Exist in the Workplace

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FZCJR17Y\MC900240341[1].wmfToday’s workplace presents many challenges that are based solely on meeting goals, business objectives, and project deadlines. Threaded throughout the normal business activities are dynamics that could present issues and conflicts if left unchecked.

Since many older workers remain on the job longer and younger workers are entering the workplace right out of college, the work environment is fragmented into various generations. In order to understand this eclectic environment, it is necessary to understand what generations are present in today’s workplace.

Because humans live on average 77 to 80 years, four potential generations may exist in the workplace today.

The four generations that could be present are the following:

* Traditionalist
* Baby Boomers
* Generation X
* Generation Y

Understanding the background, attitudes, and work styles of each generation is essential for a manager or supervisor. If they want to effectively coach and communicate then understanding these differences is paramount in creating a respectful and peaceful work environment for all employees.

This workshop will help you learn the characteristics of each of the four generations and how to deal with their uniqueness.

Before we get into the details of each of the four generations, we are going to learn what defines a generation.

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| **Estimated Time** | 10 Minutes |
| **Topic Objective** | Participants will identify the various generations found in the workplace. |
| **Topic Summary** | There are four possible generations that can be found in any given workplace environment.   * Traditionalist * Baby Boomers * Generation X * Generation Y |
| **Materials Required** | Handout: Generations at Work |
| **Planning Checklist** | Make enough copies of chart for all participants |
| **Recommended Activity** | 1. Introduce the topic 2. Have participants in groups 3. Have them select a table leader that will take notes and speak on their behalf 4. Instruct teams to brainstorm for possible generations at work 5. Allow 3-5 minutes 6. Have the leaders of each table give their teams results 7. Distribute the handouts 8. Review talking points |
| **Review Questions** | Which group do you think is the largest?  Baby Boomers |

## What Defines a Generation

A generation is a group of people born during the same period and shares the same attitudes and values. The period is the factor to dividing the generations into groups. The four generations mentioned in the previous section have time ranges that define their period.

For example, the Traditionalist Generation represents people in a generation born before 1946. The Baby Boomers are people born between 1946 and 1961. Generation X represents people born between 1962 and 1980 and Generation Y represents people born in the 1980s and 1990s.

In each period are experiences that shaped the attitudes and values of each generation. In addition, the interaction between generations is also a factor in shaping the subsequent generation. For example, Generation X sought to be different by the larger more influential Baby Boomers. This thinking affects their behaviors and preferences.

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| **Estimated Time** | 10 Minutes |
| **Topic Objective** | Participants will identify what defines a generation. |
| **Topic Summary** | The period in which a person is born defines their generation. |
| **Materials Required** | Handout: Timeline |
| **Planning Checklist** | Prepare enough worksheets for each participant before class |
| **Recommended Activity** | 1. Introduce topic 2. Distribute worksheets 3. Instruct participants to work as a team 4. Have teams determine where each generation falls on the timeline 5. Allow 3-5 minutes 6. Select a table leader volunteer to share 7. Discuss answers 8. Review talking points |
| **Review Questions** | Ask if they have any questions and then continue. |

## What this Means in our Workplace

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\OVV8IZ9R\MC900432495[1].wmfWhen groups have the same values and attitudes, communication and other dynamics typically go smoother. When there are multiple groups and each group brings their own style, values, and attitudes, this could create tension and other issues if not paying attention.

Multiple generations in the workplace presents challenges in many areas. Let us review two perspectives that must be managed.

First, the employee-to-employee perspective is critical; it shows how different generations interacting with each other may lead to miscommunication or misunderstanding. Furthermore, the way each generation handles confrontation may also be a point of friction.

The generation gap between employees could be seen more in the modes of communication, the words, and gestures used.

The manager-to-employee perspective is another sensitive area. Generation gaps in this situation could be difficult if the relationship starts on the wrong foot. For the manager, knowing that there are differences in the way generations communicate, view authority, life-work balance, and relationships is just the beginning.

The manager must also plan how to address these issues proactively, avoiding difficult or tense situations. Having difficult situations at work could lead to poor morale and productivity, which will reflect on the manager’s performance.

Generation gaps at work means more work is needed to cultivate an environment that respects each generation’s perspective and way of life. This also means the manager has to be observant and knowledgeable of the various traits associated with each generation.

Over the next three modules, we are going to learn about each of the four generations in detail. We will begin with Traditionalist first.

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| **Estimated Time** | 10 Minutes |
| **Topic Objective** | Participants will understand how various generations affect the workplace. |
| **Topic Summary** | A workplace with varying generations could see a gap between each generation in terms of their values, ideas, and communication styles. |
| **Materials Required** | Index cards and pens |
| **Planning Checklist** | Have materials already on tables before class starts |
| **Recommended Activity** | 1. Introduce the topic 2. Have team select a new leader 3. Have participants brainstorm what having multiple generations means in the workplace. 4. Have the leader write their answers on an index card 5. Allow 3-5 minutes 6. Go around the room and have leaders share their answers 7. Thank everyone for participating 8. Review talking points |
| **Review Questions** | Ask if they have any questions and then continue. |

# US-Jaycees-logo-white-and-green.pngModule Three: Traditionalist

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\1JXY5E11\MC900198848[1].wmfIn this module, you will learn the traits and behavior of the Traditionalist generation. This generation is probably the oldest generation you may encounter at work. The members of this generation were born before 1946. You are going to learn the following about this generation:

*Every generation laughs at the old fashions, but follows religiously the new.*

*Henry David Thoreau*

* Their background
* Their characters
* Their working style

Let us take a look at the background go the traditionalist to begin this module.

## Their Background

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\9MJXCRQW\MC900415190[1].wmfBeing born before 1946 is what classifies a Traditionalist. Their background touched on dealing with some incredible social issues. For example, a traditionalist may have experienced the Great depression, World War I and World War II. The military influenced their way of life since war was a great part of their cultural event and many served during this era.

The traditionalists were brought up during “tough times” where scarcity of resources was caused by economic troubles and war. Since the country was in a military and social program mode, individuality was not celebrated. The culture saw a uniform thought pattern, which was brought on by rallying against a visible foe.

Traditional values in terms of family structure and gender roles influenced the workplace during this generation. Men mostly dominated the workplace. In essence, the traditionalist had to work hard and see that as the way to live life.

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| **Estimated Time** | 10 Minutes |
| **Topic Objective** | Participants will identify the demographic make-up of Traditionalists. |
| **Topic Summary** | Traditionalist are people born before 1946 and experienced the Great Depression and two World Wars. |
| **Materials Required** | Handout: Traditionalist Mind Map |
| **Planning Checklist** | Prepare enough maps for all participants |
| **Recommended Activity** | 1. Introduce the topic 2. Distribute maps 3. Have the participants fill in the map based on the Topic Summary. If time allows see if they can think of additional background events. 4. Allow 3-5 minutes 5. Review talking points |
| **Delivery Tips** | Be sure to instruct participants to complete the background section of map only. |
| **Review Questions** | What were some key events traditionalists experienced?  Two world wars, the depression, answers will vary |

## Their Characters

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FZCJR17Y\MC900054684[1].wmfTraditionalists are considered hardworking because they grew up during a time when jobs were not abundant. They are willing to put in long hours and believe that hard work is the way you earn a better position in the company.

Traditionalists are loyal to their employers and tend not to move from employer to employer. They stay where they are if possible. Furthermore, traditionalists are submissive because they were taught to respect authority.

Traditionalists will avoid causing trouble and are good team players. They are the least likely to initiate conflict at work. There is also a tendency to resist change. They value safety, security, consistency, and commitment.

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| **Estimated Time** | 10 Minutes |
| **Topic Objective** | Participants will identify the character traits of the Traditionalist. |
| **Topic Summary** | Traditionalists tend to be loyal, selfless, and frugal in nature. |
| **Materials Required** | Handout: Traditionalist Mind Map |
| **Planning Checklist** | None |
| **Recommended Activity** | 1. Introduce the topic 2. Have the participants fill in the map based on the Topic Summary. If time allows see if they can think of additional characteristics. 3. Allow 3-5 minutes 4. Review talking points |
| **Review Questions** | Ask if they have any questions and then continue. |

## Their Working Style

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\31B2RP17\MC900024510[1].wmfToday, traditionalists comprise of about five percent of the working population. Most traditionalists are retired. Nonetheless, Traditionalists bring a strong work ethic to the job place. They are dedicated to their employers and value leadership and hierarchy.

Characteristics:

* Traditionalists like to be recognized for their hard work.
* Traditionalists also see work as a team effort and avoid conflict.
* This group is also technically challenged and they may struggle to learn new technology.
* They also prefer lecture style training over web-based.

Since traditionalists are near retirement, their zeal for working their way to the top may be less than the other generations. They tend to be satisfied with their life situation and do not see advancement or achievement as important as the younger generations.

Motivating a traditional employee may be a challenge because of their tenure at work and lack of desire to prove something. They will usually conform and strive to keep the status quo.

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| **Estimated Time** | 10 Minutes |
| **Topic Objective** | Participants will identify the working style of the Traditionalist. |
| **Topic Summary** | Traditionalist respect leadership, structure, and hierarchy. |
| **Materials Required** | Handout: Traditionalist Mind Map |
| **Planning Checklist** | None |
| **Recommended Activity** | 1. Introduce the topic 2. Have the participants fill in the map based on the Topic Summary. If time allows see if they can think of additional characteristics related to their working style. 3. Allow 3-5 minutes 4. Review talking points |
| **Review Questions** | What aspects of a traditionalist’s working style can be leveraged?  Answers will vary. |

# US-Jaycees-logo-white-and-green.pngModule Four: Baby Boomers

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\EOAYJ771\MC900089546[1].wmfIn this module, you will learn the traits and behaviors of the Baby Boomer generation. This generation has members that were born between 1946 and 1964. You are going to learn about their background, character, and working style. The first thing we are going to learn is the Baby Boomer background. Let us begin.

*Each generation goes further than the generation preceding it because it stands on the shoulders of that generation.*

*Ronald Reagan*

## Their Background

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\9MJXCRQW\MC900098037[1].wmfBaby Boomers were the product of post war efforts to absorb soldiers returning home from battle. The government passed the GI Bill of Rights in 1944, which gave soldiers a means to obtain a home, job and start a family.

The result was a boom in childbirths, which is where the title Baby Boomer is derived. Baby Boomers grew up in an era of prosperity and growth in the United States. Baby Boomers grew up mostly in suburbs and experienced a similar experience in education and upbringing.

Baby Boomers grew up in the year of innocence during the 1950s and seen model lives portrayed on television. Television was a large component of the Baby Boomers’ upbringing. As mothers began working outside of the home, Baby Boomers grew up more and more with television.

As the Baby Boomers moved through the 1960s, their generation was becoming more defined. The 1960s brought about social changes like Civil Rights, a different kind of war in Vietnam, and rebellion against established institutions like the Hippy Revolution.

The Baby Boomer generation represents a departure from the traditional and movement towards changes in society, beliefs, and attitudes.

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| **Estimated Time** | 10 Minutes |
| **Topic Objective** | Participants will identify the demographic make-up of Baby Boomers. |
| **Topic Summary** | Baby Boomers were born after World War II between 1946 and 1964 and they experience prosperity and change. |
| **Materials Required** | Handout: Baby Boomer Mind Map |
| **Planning Checklist** | Prepare enough maps for all participants |
| **Recommended Activity** | 1. Introduce the topic 2. Distribute maps 3. Have the participants fill in the map based on the Topic Summary. If time allows see if they can think of additional background events. 4. Allow 3-5 minutes 5. Review talking points |
| **Delivery Tips** | Be sure to instruct participants to complete the background section of map only. |
| **Review Questions** | What were some key events Baby Boomers experienced?  The 50s, the 60’s, answers will vary |

## Their Characters

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\OVV8IZ9R\MC900446008[1].wmfBaby Boomers are known to be confident and independent. They were exposed to a changing world where challenging the established culture was normal. Baby Boomers are willing to confront others and they will challenge the status quo.

Baby Boomers are well educated and are exposed to more financial resources than the past generation. Baby boomers are hard -working and they define themselves by their careers and professions. Baby Boomers are disciplined and they mirror some of their parents’ work ethics.

Since Baby Boomers know they make up most of the working population, they tend to have more of their generation connect with work, making it more difficult for non-Baby Boomers to affect the organization.

On the other hand, Baby Boomers support change and will advocate for it if they see it being a benefit.

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| **Estimated Time** | 10 Minutes |
| **Topic Objective** | Participants will identify the character traits of Baby Boomers. |
| **Topic Summary** | Baby Boomers are independent and competitive people. |
| **Materials Required** | Handout: Baby Boomer Mind Map |
| **Planning Checklist** | None |
| **Recommended Activity** | 1. Introduce the topic 2. Have the participants fill in the map based on the Topic Summary. If time allows see if they can think of additional characteristics. 3. Allow 3-5 minutes 4. Review talking points |
| **Review Questions** | Probe for questions and then continue. |

## Their Working Style

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\9MJXCRQW\MC900065114[1].wmfBaby Boomers are work-centric. They are hard-working and they are motivated by incentives. Baby Boomers tend to work long workweeks. They tend to be workaholics and think that everyone should do the same in order to advance in their careers.

Characteristics:

* Baby Boomers are career focused and enjoy achieving at work.
* They like doing complicated work that makes a difference.
* Baby Boomers are very competitive and they equate their worth by their status and position at work.
* Baby Boomers are resourceful and look for different ways to win.
* Baby Boomers do prefer a hierarchal work structure and may find it difficult to work in a flexible environment.
* Finally, Baby Boomers tend to favor face-to-face interaction instead of remote means like emails, text, etc.

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| **Estimated Time** | 10 Minutes |
| **Topic Objective** | Participants will identify the working style of Baby Boomers. |
| **Topic Summary** | Baby Boomers are work-centric and goal oriented. |
| **Materials Required** | Handout: Baby Boomer Mind Map |
| **Planning Checklist** | None |
| **Recommended Activity** | 1. Introduce the topic 2. Have the participants fill in the map based on the Topic Summary. If time allows see if they can think of additional characteristics related to their working style. 3. Allow 3-5 minutes 4. Review talking points |
| **Review Questions** | How can this generations working style be helpful in the workplace?  Answers will vary. |

# US-Jaycees-logo-white-and-green.pngModule Five: Generation X

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\ZKNEI80I\MC900204102[1].wmfThis module discusses the traits and behaviors of Generation X. This segment of the culture was born between the mid-1960s and the mid to late 1970s. You are going to learn the following about them:

*Each generation imagines itself to be more intelligent than the one that went before it, and wiser than the one that comes after it.*

*George Orwell*

* The Gen X background
* The Gen X character
* The Gen X working style

Let us begin this module with understanding the Generation X background.

## Their Background

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\ZKNEI80I\MC900436992[1].wmfGeneration Xers were born between 1965 and 1980. They are the generation right after the decline of the baby boom of the post war era. Generation Xers live during a time when the country shifted from manufacturing to servicing.

This generation grew up with technology as a part of their lives. They experienced computers, video games, cell phones, email, etc. They have seen the evolution of technology and understand its origins.

Generation Xers also experienced difficult times in the 1980s and learned to live in tough times. Finally, Generation Xers were raised in two-income homes or single-parent homes. These situations forced many Generation Xers to be placed in day care.

Their background allowed them to develop new characteristics that went against the Baby Boomers.

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| **Estimated Time** | 10 Minutes |
| **Topic Objective** | Participants will identify the demographic make-up of Generation X. |
| **Topic Summary** | Generation X are those born between 1965 and 1980 and seek to find their own identify apart from the Baby Boomers. |
| **Materials Required** | Handout: Generation X Mind Map |
| **Planning Checklist** | Prepare enough maps for all participants |
| **Recommended Activity** | 1. Introduce the topic 2. Distribute maps 3. Have the participants fill in the map based on the Topic Summary. If time allows see if they can think of additional background events. 4. Allow 3-5 minutes 5. Review talking points |
| **Delivery Tips** | Be sure to instruct participants to complete the background section of map only. |
| **Review Questions** | What were some key events Generation Xers experienced?  Technology, A Baby Boomer’s world, answers will vary |

## Their Characters

Generation Xers are individualistic people and independent. They are self-sufficient and flexible. This character trait enables them to changes jobs more frequently than the previous generations. They usually see this as a way of moving up the corporate latter.

This generation is more ethnically diverse and is better educated over their previous generation. More than half of Generation Xers attended college.

Generation Xers also believe in more balance between their work and home life than the previous generation. They rather focus on family than work and value jobs that allow flexibility in their schedules to meet the demands of their family.

Generation Xers are more willing to try new things because of their technical experience and they welcome new technology into their lives easily and adapt to them quickly. Generation Xers are also tolerant of other lifestyles and accept this as part of the change in their environment.

Generation X’s perspective allows them to foster a more accepting environment at work.

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| **Estimated Time** | 10 Minutes |
| **Topic Objective** | Participants will identify the character traits of Generation X. |
| **Topic Summary** | Generation Xers tend to be individualistic, technology savvy, and flexible. |
| **Materials Required** | Generation X Mind Map |
| **Planning Checklist** | None |
| **Recommended Activity** | 1. Introduce the topic 2. Have the participants fill in the map based on the Topic Summary. If time allows see if they can think of additional characteristics. 3. Allow 3-5 minutes 4. Review talking points |
| **Review Questions** | Probe for questions and then continue. |

## Their Working Style

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\OVV8IZ9R\MC900435795[1].wmfGeneration Xers enjoy freedom at work. They crave responsibility and politely reject authority and fixed work schedules. This generation does not do well in a micro-managed environment. They will thrive in a workplace where management allows them to complete their tasks without too much supervision.

Generation Xers will be the first ones to take advantage of technology and incorporate it into their work. They see technology as a tool and a way to do things more efficiently.

Generation Xers will look for other employment opportunities if it promises advancement of their career. They are less committed to their employers than the Baby Boomers. On the other hand, Generation Xers adapt well to change in their workplace and are key drivers of change.

Finally, this generation believes in a healthy balance between work and their personal life. They also like to have fun at work and believes in a work and play hard ideal. Generation Xers like a dynamic work environment that challenges them yet support their need for fun and balance between work and home life.

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| **Estimated Time** | 10 Minutes |
| **Topic Objective** | Participants will identify the working style of Generation X. |
| **Topic Summary** | Generation Xers value a balanced work and life environment. |
| **Materials Required** | Handout: Generation X Mind Map |
| **Planning Checklist** | None |
| **Recommended Activity** | 1. Introduce the topic 2. Have the participants fill in the map based on the Topic Summary. If time allows see if they can think of additional characteristics related to their working style. 3. Allow 3-5 minutes 4. Review talking points |
| **Review Questions** | What style traits are useful in the workplace?  Answers will vary. |

# US-Jaycees-logo-white-and-green.pngModule Six: Generation Y

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\9PDUOZYV\MC900204104[1].wmfYou are going to learn about Generation Y or the millennial generation in this module. This group was born between 1979 and 1994. This module will teach you the background, characters and working style of Generation Y. Let see what Gen Y is.

*Nothing so dates a man as to decry the younger generation.*

*Adlai E. Stevenson*

## Their Background

Generation Yers are those born from the mid to late 1970’s through the 1990’s. The earliest part of this generation is just entering the workplace. The Generation Y group had technology as a normal part of live and do not know what it is to be without a computer, cell phone or any other electronic device the older generation had to adapt into their lives.

This generation can thrive on electronic communication and prefer that than face-to-face conversation. Generation Y prefers using the Internet as a means of learning and making purchases. They are exposed to vast amounts of information, music, and media than the older generations.

This generation was exposed to more group interactions through playgroups, team sports and other group activities than the previous generation. This was due in part to their parents’ higher education and success.

Finally, this generation is used to getting what they want when they want it. The speed of technology and information coupled with rapid delivery systems has made this generation expect things to be done faster and better.

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| **Estimated Time** | 10 Minutes |
| **Topic Objective** | Participants will identify the demographic make-up of Generation Y. |
| **Topic Summary** | Generation Yers were born from the mid-1980s and later and they are surrounded by technology. |
| **Materials Required** | Handout: Generation Y Mind Map |
| **Planning Checklist** | Prepare enough maps for all participants |
| **Recommended Activity** | 1. Introduce the topic 2. Distribute maps 3. Have the participants fill in the map based on the Topic Summary. If time allows see if they can think of additional background events. 4. Allow 3-5 minutes 5. Review talking points |
| **Delivery Tips** | Be sure to instruct participants to complete the background section of map only. |
| **Review Questions** | What were some key events Generation Yers experienced?  Social media, communication boom, advance technology, etc. |

## Their Characters

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\ZKNEI80I\MC900363500[1].wmfGeneration Y is prone to communicating via electronic devices and is capable of multi-tasking while carrying a text messaging conversation. This generation relies on technology to do their jobs and expect to have the resources available when they are at work.

Generation Y is family-centric and value family over work. This generation looks for flexible schedules at work and a balance between work and life. They are willing to take less pay for this benefit.

This generation is achievement-oriented and is confident. Generation Y will question authority without fear and challenge ideas and motives. Generation Y enjoys meaningful work and are ready to keep on learning new ideas and things.

Generation Y works well in a team environment. They seek positive reinforcement from others and believe no one should be left behind. They rather slow the process down in order to give a teammate the opportunity to catch up.

Finally, the Generation Y group appreciates feedback and being kept updated on the latest developments. They do require periodic recognition and praise for their work.

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| **Estimated Time** | 10 Minutes |
| **Topic Objective** | Participants will identify the character traits of Generation Y. |
| **Topic Summary** | Generation Yers are very tech-savvy, family-centric and attention cravers. |
| **Materials Required** | Handout: Generation Y Mind Map |
| **Planning Checklist** | None |
| **Recommended Activity** | 1. Introduce the topic 2. Have the participants fill in the map based on the Topic Summary. If time allows see if they can think of additional characteristics. 3. Allow 3-5 minutes 4. Review talking points |
| **Review Questions** | Probe for questions and then continue. |

## Their Working Style

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\9MJXCRQW\MC900440619[1].wmfGeneration Y’s working style is vastly different from those of the previous generation. This generation is motivated by benefits that give them the ability to have flexible schedules. They are less motivated monetarily.

They are not happy with long working hours and this may send the message that they do not care about work or are lacking discipline. Family is first for Generation Y and they will push back on work that crosses this boundary.

This generation does expect a lot from their employer in terms of new challenges and the opportunity to achieve things. Generation Y does see promotions and climbing the corporate ladder as a way to demonstrate their worth.

Generation Y is loyal to their employer and seeks to be included in important activities at work. They will call attention to themselves by suggesting bold ideas and challenging the status quo. However, they do become concerned with what others think about them and need affirmation every so often.

Since this generation is relatively young in the workplace, there is a need for mentoring. They see this as normal and expect it from their leaders. The like guidance and development when it comes to their careers.

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| **Estimated Time** | 10 Minutes |
| **Topic Objective** | Participants will identify the working style of Generation Y. |
| **Topic Summary** | Generation Yers are achievement-oriented and team-oriented. |
| **Materials Required** | Handout: Generation Y Mind Map |
| **Planning Checklist** | None |
| **Recommended Activity** | 1. Introduce the topic 2. Have the participants fill in the map based on the Topic Summary. If time allows see if they can think of additional characteristics related to their working style. 3. Allow 3-5 minutes 4. Review talking points |
| **Review Questions** | What can be leveraged from the Gen Y’s working style?  Answers will vary. |

# US-Jaycees-logo-white-and-green.pngModule Seven: Differentiations Between

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\ZKNEI80I\MC900230406[1].wmfNow that you have a better understanding of each generation found in the workplace, let us take a moment to compare the differences. In this module, you will learn the differences between the generation gaps on the following topics:

*That which seems the height of absurdity in one generation often becomes the height of wisdom in another.*

*Adlai E. Stevenson*

* Background
* Attitude
* Working style
* Life experience

First, we are going learn about the differences the generations have in terms of their background.

## Background

C:\Program Files (x86)\Microsoft Office\MEDIA\CAGCAT10\j0234657.wmfThe background differences among the four generations are the main factor in the formation of their attitudes and values.

**Effects of** **technology:** The use and understanding of technology is a main difference among the generations. The Traditionalist had very little exposure and need for computers and other devices that we take for granted today. Even some Baby Boomers may struggle with technology. They tend to use it only as needed, and usually only at work. On the other hand, Generation X and Y grew up with technology and they use it more as a part of daily life. Technology changed the way humans communicate and process data. The use or nonuse of technology creates a gap that could be seen by a generation as either an advantage or disadvantage.

For example, a Generation X or Y could become easily frustrated with their older generation counterpart when they struggle with technological issues they see as easy.

**Effects of** **media:** Media has boomed over the last 20 years. Television, computers, Internet, and smart phones have increased the amount and availability of entertainment programming. Many Generation X and Y's were raised with media as a large part of their diet. On the other hand, the older generations relied on human interaction for their daily entertainment. This affects how the generations interact with each other.

For example, an older generation may prefer to speak with a coworker face-to-face, but the younger would rather text or instant message their conversation.

Finally, social events like war and culture revolutions distinguish a generation’s background. Traditionalist lived through many years of war and it became a real part of their lives. Baby Boomers experienced the Hippie revolution of the 1960s, which opened the door to changes in our society. Generation X and Y's enjoy the benefits of the changes but they have not lived through such dramatic social events.

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| **Estimated Time** | 10 Minutes |
| **Topic Objective** | Participants will understand the different influences of each generation. |
| **Topic Summary** | The effects of technology, media, and social issues in each generational era differentiate their background. |
| **Materials Required** | Flip chart and markers |
| **Planning Checklist** | Have flip chart and markers near tables before class starts |
| **Recommended Activity** | 1. Introduce the topic 2. Assign each table one generation type 3. Have team choose a scribe 4. Have them title the chart paper with the generation they have 5. Let them brainstorm how the following affected their assign generation: technology, media, and social issues 6. Allow 5 minutes 7. Have the scribe share their list 8. Have other teams contribute to the list 9. Go around the room until all have shared and contributed 10. Review the talking points |
| **Delivery Tips** | If you have less than four tables, have a team take two generations.  If you have more than four tables, assign excess tables a repeat generation. |
| **Review Questions** | What questions do you have? Answers will vary. |

## Attitude

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\EOAYJ771\MC900363458[1].wmfAttitudes among the generations are different. This has to do with their background and the way each generation interacts with other humans during their time.

**Attitude** **towards** **authority:** As the generations progressed, their attitude towards authority is one that will challenge them. The older generation was taught to revere authority due to the military presence in the culture during wartime. As the decades passed, the generations rebelled and eventually created an attitude of challenging the status quo in the younger generation.

**Attitude towards individuality:** The younger generations were brought up during a time where most parents worked outside the home leaving them in day cares. This environment taught the younger generation to be independent and self-sufficient. The older generation seeks to work with groups and think of others over themselves.

**Loyalty to** **their employers:** The older generation is more likely to stay with one employer their entire life, if that is possible. This tendency was brought on by living through difficult times. The older generation believes that devoting themselves to their job will bring rewards. The younger generations are not as loyal. They see changing employers as opportunities to advance their careers by themselves—again this is an individualistic perspective of the younger generation.

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| **Estimated Time** | 10 Minutes |
| **Topic Objective** | Participants will understand the different attitudes of each generation. |
| **Topic Summary** | The attitudes across the various generations tend to become more individualistic and challenging to authority. |
| **Materials Required** | Handout: Attitude Continuum |
| **Planning Checklist** | Prepare enough handouts for all participants |
| **Recommended Activity** | 1. Introduce the topic 2. Distribute handouts 3. Allow 1-2 minutes for participants to review the handout 4. Review the talking points |
| **Review Questions** | What is the trend as we progress across the generations?  They tend to be more focused on themselves. |

## Working Style

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\MP321RS9\MC900196298[1].wmfAs we learn about the background and attitudes of the generations, we see a pattern that moves the focus from a group to individual perspective. This is true of the working styles between the older and younger generation.

**Flexible hours:** The younger generation values flexibility in the workday to attend to personal things. They value their family life over their work life and seek to find employers that will provide working arrangements that will allow them to work and manage their family life. The older generation value hard work and see a clear separation of work and their family life. They value their jobs and see the work hours as a fixed part of their day.

**Challenge the** **status quo:** The younger generation sees it as a benefit to challenge other thinking and is quick to present their point of view. The older generation is more submissive and sees challenging the status quo as disrespecting the authority. Challenging the status quo could cause tension between the older and younger generation.

**Motivation:** What motivates each generation varies greatly. The older generation values a stable work environment where conformity is valued. The younger generation is motivated by achievement and they will create an environment of competition, which may be threatening to the older generation.

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| **Estimated Time** | 10 Minutes |
| **Topic Objective** | Participants will understand the differences in working styles of each generation. |
| **Topic Summary** | The working style across the generations becomes less about work and more about life. |
| **Materials Required** | None |
| **Planning Checklist** | Prepare to lecture this portion of the training |
| **Recommended Activity** | Review talking points below |
| **Review Questions** | What are some things you can do help your workplace accept different working styles?  Recognize and give praise for the working styles from each generation that supports the business environment. |

## Life Experience

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\31B2RP17\MC900299217[1].wmfLife experience is another area where the generations vary. These activities represent unique experiences for that generation.

**Hard** **times:** The older generations experienced harder times and lived without for long periods. This taught them the value of having the basics like food and clothes. Baby Boomers know what it is to fight for civil rights and protest against the government. The younger generation did see economic hard times, but where sheltered by their parents, diminishing the effects.

**Entertainment:** The older generation experienced entertainment as traditional events like the movies and non-technical activities. The younger generation grew up with video games, 4D rides at amusement parks and other activities that are designed to stir the senses. Reading books and doing manual things are appreciated by the older generation, but may be seen as boring activities for the younger generation.

**Technology:** The younger generation experienced technology as a way of life. Generation X had technology grow into their lives and Generation Y never did without it. The older generation was slow to adapt and use technology as a social tool. The advent of social networks and electronic communication gave the younger generation exposure to more detailed information about each other than the older generation.

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| **Estimated Time** | 10 Minutes |
| **Topic Objective** | Participants will understand the different life experiences of each generation. |
| **Topic Summary** | The life experiences across the generations become less about hard times and manual activities and more about entertainment and technology. |
| **Materials Required** | Handout: Life Experiences |
| **Planning Checklist** | Prepare enough handouts for all participants |
| **Recommended Activity** | 1. Introduce the topic 2. Distribute the handouts 3. Allow 3-5 minutes to complete 4. Review answers 5. Review talking points below |
| **Review Questions** | Probe for questions and then continue |

# US-Jaycees-logo-white-and-green.pngModule Eight: Finding Common Ground

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\31B2RP17\MC900370196[1].wmfIn order to be successful bridging the gap across the generations, you must find common ground that enables you to close the gap and effectively reach your opposing generation. In this module, you will learn the following:

*Field of Dreams is probably our generation’s It’s A Wonderful Life.*

*Kevin Costner*

* Adopting a communication style
* Creating an affinity group
* Sharing knowledge

Let us see how adopting a communication style helps you find common ground.

## Adopting a Communication Style

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\3YJGCFYP\MC900383536[1].wmfBeing sensitive to the way you communicate will help you bridge the generation gap at work. Understanding that the older generation prefers face-to-face communication and the younger prefer electronic methods should give you a base to form a flexible communication style that reaches all generations at work.

Here is an easy way to adopt your communication style. Use the **TAP** method for communicating. You will have to think a little before you communicate to someone, but the investment is well worth it. **TAP** stands for the following components:

* **To-the-Point:** Make your communication brief and succinct. The older generation will appreciate the clarity and the younger generation will appreciate the brevity.
* **Adapt:** Change the method of communication for your audience. If you are going to engage an older worker, make the effort to either call them or better yet, see them in person. They will feel respected and valued. For the younger generation, use email or instant messaging, etc. to reach them. They will feel independent and not micro managed.

If you need to address the entire group, younger and older, in an email, make yourself available for follow-up by telling the group to reply, call or see you in person if they have questions.

* **Professional:** When in doubt, communicate professionally. Avoid jargon and text abbreviations in your communication. Use salutations and close your communication properly. You will show the older generation that you respect them and set the example for the younger generation on how to communicate professionally.

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| **Estimated Time** | 10 Minutes |
| **Topic Objective** | Participants will understand how to adopt their communication style to each generation. |
| **Topic Summary** | Adopting a communication style that is to-the-point, adapting and professional or TAP will help you engage most generations at work. |
| **Materials Required** | Handout: TAP |
| **Planning Checklist** | Prepare enough handouts for all participants |
| **Recommended Activity** | 1. Introduce the topic 2. Distribute the handouts 3. Allow 3-5 minutes to complete 4. Review talking points below |
| **Review Questions** | Why should you keep your communication style generation neutral?  Communication that favors a generation type could cause alienation of another generation group. |

## Creating an Affinity Group

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\31B2RP17\MC900283365[1].wmfAffinity groups are groups of people sharing common interests. You can create such groups at work that give different generations a chance to work with each other with an activity, which is not directly work related.

These groups provide a way for the generations to learn more about each other’s interests and values. You can create several affinity groups, promoting cohesion among the various generations. Affinity groups are usually non-hierarchical. They are typically small and do not require centralization.

Affinity groups could tend to become closed. That is why allowing groups that focus on non-polarized topics are the best way to introduce affinity groups in your workplace.

Here are some groups to consider:

* Work newsletter group
* Professional book club
* Recycling task force
* Community service group
* Improving work morale group
* Work safety group
* Speech club group

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| **Estimated Time** | 10 Minutes |
| **Topic Objective** | Participants will understand the benefits of creating multi-generational groups based on a common interest. |
| **Topic Summary** | An affinity group focuses on a universal concept that all generations can embrace, creating more cohesion across the generations. |
| **Materials Required** | Handout: Affinity |
| **Planning Checklist** | Prepare enough handouts for all participants |
| **Recommended Activity** | 1. Introduce the topic 2. Distribute the handouts 3. Allow 3-5 minutes to complete 4. Review talking points below |
| **Review Questions** | What other affinity groups could you develop at your workplace?  Answers will vary. |

## Sharing Knowledge

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\3YJGCFYP\MC900365816[1].wmfThe lack of knowledge could breed fear between generations or lead to misinterpretations. Sharing knowledge helps to break down barriers and create an understanding and collaborative environment. There are many ways knowledge can be shared.

Here are some ways to share knowledge at work:

* You can set up a blog where a topic is introduced and then the team can submit comments. Blogs provide a safe and open structure to hold discussions. If you use a blog, be sure to set up clear rules of what and how to share. You want to avoid sensitive topics for discussions. This can undermine the sharing process.
* Form focus groups to resolve an issue or generate new ideas. Focus groups containing various generations is a great way to get different perspectives from your diverse work group. Read up on how to facilitate meetings so you can better manage the dynamics in such a meeting.
* Create a newsletter where employees get to share their thoughts in an interview. This can be a creative way of sharing knowledge.
* Place an ideas box where employees can submit ideas for review by you team. This can be a real box or an electronic version via email or other form of communication.

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| **Estimated Time** | 10 Minutes |
| **Topic Objective** | Participants will understand how to foster an environment of sharing knowledge and the related benefits. |
| **Topic Summary** | Sharing knowledge helps each generation learn about the other, fostering a more understanding work environment. |
| **Materials Required** | Flip chart and markers |
| **Planning Checklist** | Have flip chart and markers near tables |
| **Recommended Activity** | 1. Introduce the topic 2. Have team choose a new scribe 3. Have teams brainstorm ways knowledge could be shared at work 4. Allow 5 minutes 5. Have the scribe share their list 6. Go around the room until all have shared and contributed 7. Review the talking points |
| **Review Questions** | What questions do you have for me?  Answers will vary. |

# US-Jaycees-logo-white-and-green.pngModule Nine: Conflict Management (I)

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\EOAYJ771\MC900056954[1].wmfConflict is normal in the workplace, but it could happen more often between two people of opposing generations. Understanding how to manage conflict across the generations will help to reduce the confrontation and perhaps avoid them in the future.

*Every generation revolts against its fathers and makes friends with its grandfathers.*

*Lewis Mumford*

This module will teach you the following:

* Younger bosses managing older workers
* Avoid turnover with a retention plan
* Breaking down the stereotypes

Let us begin with our first topic of younger bosses managing older workers.

## Younger Bosses Managing Older Workers

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FTRMPN7N\MC900389048[1].wmfManaging older employees could be a source for conflict. Older employers may feel they should be in charge or that you lack experience. The key to avoiding conflict with an older employee is to demonstrate respect and showing them that they are valued.

Use the ACE technique in avoiding conflict with your older employees. ACE stands for the following process:

* **Acknowledge** your older employee’s experience and the value they bring to the team. Older employees may feel as if they are no longer valuable because of their age. Show them you value them by reflecting on their achievements and contributions to the team.
* **Caring** for your older employee comes in many ways. Become interested with their personal life or hobbies. Take note of special things that took place in their lives. Show interest in their family and listen to them when they talk and mirror back what they have said to show you were listening.
* **Exchange** ideas andask for input from your older employees on issues and demonstrate that you value their opinions and solutions. Implement good ideas and give them recognition. When you implement their ideas, your older employee will be more willing to take in your ideas. Create a give-and-take environment between you and your older employee.

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| **Estimated Time** | 10 Minutes |
| **Topic Objective** | Participants will understand how to manage an older worker. |
| **Topic Summary** | Managing an older employee requires acknowledging their experience, caring about their interests, and exchanging ideas or ACE. |
| **Materials Required** | ACE handout |
| **Planning Checklist** | Prepare enough handouts for all participants |
| **Recommended Activity** | 1. Introduce the topic 2. Distribute the handouts 3. Allow 3-5 minutes to complete 4. Review talking points below |
| **Review Questions** | What are some challenges when managing someone older than you are?  Potential communication problem, misunderstanding, seniority, etc. |

## Avoid Turnovers with a Retention Plan

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\31B2RP17\MC900363650[1].wmfAvoiding turnover is easier when you are prepared. If you let turnover surprise you, then you are not paying attention to your environment. Whenever you are speaking with your employees, always attempt to gauge their level of engagement with their job and try to determine any issues before it is too late.

A retention plan should be made for each of your employees. You can make it as specific or general based on your needs. Here are some things to consider when creating a retention plan for your employees based on generational traits:

* Determine what values this person has based on their generational trait. Think of things that could be a motivating factor like schedule flexibility, incentives and recognition.
* Prepare several focused questions that may lead to underlying issues. For example, you may ask questions about the reasons why they are dissatisfied with their job. Be frank with your employees and tell them that you want to keep them and will set up a follow up meeting to discuss possible solutions.
* Ask questions about their personal goals and career milestones and see how you can help them achieve them.
* Be ready to become an advocate for your employee. This means that you may need to do some research or speak with key people in human resources to help find more solutions.
* Work with your human resource contact to develop a retention plan. They can give you solutions that are aligned with your company’s policies.

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| **Estimated Time** | 10 Minutes |
| **Topic Objective** | Participants will understand how to reduce turnover with a relevant retention plan, catering to each generation type. |
| **Topic Summary** | Planning a retention strategy for each generation will require you to determine their motivation, incentive, and attitude towards life. |
| **Materials Required** | Retention Plan worksheet |
| **Planning Checklist** | Prepare enough worksheets for all participants |
| **Recommended Activity** | 1. Introduce the topic 2. Distribute the handouts 3. Allow 3-5 minutes to complete 4. Review talking points below |
| **Review Questions** | What questions do you have?  Answers will vary. |

## Breaking Down the Stereotypes

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FZCJR17Y\MC900090514[1].wmfStereotypes are formed when there is lack of information from the other side. Stereotypes are difficult to break because the thought process is difficult to detect. The best way to address stereotypes is to get your team involved in activities that helps build the team and places them in a situation that challenges all the participants.

For example, you can have your team take on a project that you team never done before. Perhaps you can engage your team with a friendly competition with another group of department where the focus is on the team.

Many activities can challenge your team. When your team is challenged, their best traits will come through. You may encounter resistance at first, but your job is to coach them through it.

Once you are done with your activity, hold a debrief meeting to spotlight the team and their achievement. Share commonalities that span the entire team. Finally, relate those commonalities to work related activities like project work, etc.

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| **Estimated Time** | 10 Minutes |
| **Topic Objective** | Participants will identify the steps to breaking down stereotypes. |
| **Topic Summary** | Conducting regular activities that get the various generations together helps to break down stereotypes. |
| **Materials Required** | Flip chart and markers |
| **Planning Checklist** | Have flip chart and markers near tables |
| **Recommended Activity** | 1. Introduce the topic 2. Have team choose a new scribe 3. Have teams brainstorm ways to remove stereotypes 4. Allow 2-3 minutes 5. Have the scribe share their list 6. Go around the room until all have shared and contributed 7. Review the talking points |
| **Review Questions** | Probe for questions and then continue. |

# US-Jaycees-logo-white-and-green.pngModule Ten: Conflict Management (II)

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\MP321RS9\MC900054965[1].wmfThis module continues on the topic of conflict management across the generations. You will learn the following over the next few sections:

*Struggle is a never-ending process. Freedom is never really won; you earn it and win it in every generation.*

*Anonymous*

* Embrace the hot zone
* Treat each other as a peer
* Create a succession plan

Let us learn what the hot zone is and how to embrace it.

## Embrace the Hot Zone

When dealing with generation gap issues, there is a hot zone that you must recognize and address. The hot zone is an area you know there is conflict. It could be between two employees or groups within your team.

Take a moment and jot some of these ideas down:

* First, you must acknowledge the hot zone exists. Ignoring it could result to more widespread hot zones.
* Next, you should engage the hot zone as soon as possible and provide feedback to all the parties involved.
* Set expectations with your employees on how to handle future conflicts.
* Hold one-on-one coaching with each employee involved in the hot zone and have him or her come up with ideas on how to make things better avoiding hot zone issues.

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| **Estimated Time** | 10 Minutes |
| **Topic Objective** | Participants will understand the benefits of embracing difficult situations. |
| **Topic Summary** | Embracing the hot zone means to be mindful of the generation gap and be willing to engage a difficult situation when necessary. |
| **Materials Required** | Pen and paper |
| **Planning Checklist** | Prepare to lecture this section  Have pens and papers on table |
| **Recommended Activity** | 1. Introduce the topic 2. Have participants prepare with pen and paper to take notes 3. Review talking points 4. Encourage questions |
| **Review Questions** | How can you make the Hot Zone something positive to embrace?  Plan for it, acknowledge it exists, etc. |

## Treat Each Other as a Peer

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\39XQYYJK\MC900445706[1].wmfTreating each other as peers requires some key behaviors that demonstrate this characteristic. It is not enough to tell your employees to treat each other as peers. They need a guideline and coaching in order to achieve this.

The CARE model is a good way to start this process and they should be coached at the individual level. CARE stands for the following behaviors:

* **Collaborate.** Your team should be exposed to an environment where ideas are exchanged and at times challenged. Set ground rules in your meetings on how to handle disagreements. Encourage other points of view. Make sure all participants are involved. Be fair in your assessments and use objective means to determine the best ideas.
* **Acknowledge.** Teach your team to acknowledge each other’s value. In addition, teach them how to deliver the feedback. Do not assume they know how to do this. Remember that feedback is behavior-based.
* **Respect.** Teach your team how to show respect to each other by using proper greetings and posture towards each other. Set the expectation that derogatory remarks about age are not tolerated by anyone.
* **Equal.** Teach your team that all members of the team are equal in value and contribution they bring. Age is not a factor.

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| **Estimated Time** | 10 Minutes |
| **Topic Objective** | Participants will identify the steps to treating each other as a peer. |
| **Topic Summary** | At work, everyone is the same and should be treated with CARE:   * Collaborative * Acknowledging * Respectful * Equal |
| **Materials Required** | CARE handout |
| **Planning Checklist** | Prepare enough handouts for all participants |
| **Recommended Activity** | 1. Introduce the topic 2. Distribute the handouts 3. Allow 3-5 minutes to complete 4. Review talking points below |
| **Review Questions** | What questions do you have?  Answers will vary. |

## Create a Succession Plan

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\9PDUOZYV\MC900237767[1].wmfA succession plan is a map of the career path for your employee. When you create a succession plan, you give that employee something to focus on in terms of a career goal. When they are focused on a plan, they will be less susceptible to conflict because they are doing what it takes to achieve the goals of this plan.

Building a succession plan takes time. It requires you to know the personal goals of your employee and their gaps. You also have to be committed to their succession plan. If you do not show commitment, your employee will disengage and may become frustrated and confrontational.

Here are some tips to creating a succession plan:

* Determine a clear career goal
* Make sure it is a real goal
* Make sure it is attainable
* Make sure it is time driven
* Consult with your human resources department to determine what their requirements are
* Consult with the head of the department if the career path takes them to another area
* Determine any educational requirements and provide guidance
* Set up a mentor program with someone currently doing what they want to achieve
* Track their progress
* Meet with them periodically to specifically discuss their progress on their succession plan

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| **Estimated Time** | 10 Minutes |
| **Topic Objective** | Participants will understand the components of a succession plan. |
| **Topic Summary** | Creating a succession plan helps to focus the development of your employees in a fair and objective manner regardless of generation. |
| **Materials Required** | Succession Plan handout |
| **Planning Checklist** | Prepare enough handouts for all participants |
| **Recommended Activity** | 1. Introduce the topic 2. Distribute the handouts 3. Allow 3-5 minutes to complete 4. Review talking points below |
| **Review Questions** | How can you make succession planning a part of your work routine?  Integrate it into your coaching sessions and performance reviews. |

# US-Jaycees-logo-white-and-green.pngModule Eleven: The Power of 4

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\OVV8IZ9R\MC900014212[1].wmfLeveraging the best of all the generations at work could result in benefits that help your workplace become a better place work. Each generation brings unique traits that can complement the other generations. In this module, you are going to learn the following on leveraging the power of the four generations present at the workplace:

*Parents who wonder where the younger generation is going should remember where it came from.*

*Sam Ewing*

* Benefits of generation gaps
* How to learn from each other
* Embracing the unfamiliar

Let see how to make the best of a diverse environment.

## Benefits of Generation Gaps

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FZCJR17Y\MC900231439[1].wmfHaving various generations at the workplace gives you access to varying perspectives and ideas. You should avoid discounting the value of a particular generation. Here are some benefits to having multiple generations at work:

* You gain a good perspective of the external culture
* You can generate more ideas based on varying experiences
* The older generation can help the younger generation refine their social skills
* The younger generation can help the older learn how to leverage technology
* Create a mentoring environment

Keep in mind that whenever you have access to different views, ideas and way of doing things, you have a source of knowledge that is profound and leveraged for the organization’s benefit.

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| **Estimated Time** | 10 Minutes |
| **Topic Objective** | Participants will understand the benefits of leveraging the strengths of each generation. |
| **Topic Summary** | The various generations at work offer a wealth of knowledge and experience that can be used to reach higher levels of creativity and teamwork. |
| **Materials Required** | Flip chart and markers |
| **Planning Checklist** | Have flip chart and markers ready |
| **Recommended Activity** | 1. Introduce the topic 2. Have team choose a new scribe 3. Have teams brainstorm benefits to having generation gaps 4. Allow 2-3 minutes 5. Have the scribe share their list 6. Go around the room until all have shared and contributed 7. Review the talking points |
| **Review Questions** | Probe for questions and then continue |

## How to Learn from Each Other

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\FZCJR17Y\MC900436996[1].wmfLearning from each other is possible if you create the environment. In order to achieve this, you must create the opportunities for learning to take place, make it a safe environment, and tie it to a team-building goal.

The FIT model for meetings is a helpful way to create a learning environment in your meetings. **FIT** stands for the following:

* **Frequent**—make sure your team meets frequently in a team-meeting environment. It can be once a month, once a week, etc. Having your team together in a group will help them engage each other, communicate, and dialogue. This is essential to any learning environment.
* **Informal**—make your meeting less formal. This way everyone puts down his or her guard. Use an icebreaker activity or energizer. Making your meeting informal will allow your employees to share and learn. When it is formal, you will get very little interaction.
* **Team building**—make your meetings about team building. Topics like updates, reports, etc., are best delivered by other means like email in a presentation. When your team gets together, celebrate achievements and discuss what went well and how they can do things better the next time. Also, bring in some new information to learn. Make it a mini training session. Create projects for them to accomplish in the meeting.

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| **Estimated Time** | 10 Minutes |
| **Topic Objective** | Participants will understand how to foster a learning environment. |
| **Topic Summary** | Holding a FIT meeting helps you foster a learning environment. FIT stand for the following:   * Frequent * Informal * Team-building |
| **Materials Required** | FIT handout |
| **Planning Checklist** | Create enough handouts for all participants |
| **Recommended Activity** | 1. Introduce the topic 2. Distribute the handouts 3. Allow 3-5 minutes to complete 4. Review talking points below |
| **Review Questions** | What questions to you have?  Answers will vary. |

## Embracing the Unfamiliar

C:\Users\Darren\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\31B2RP17\MC900198352[1].wmfEmbracing the unfamiliar is something you need to do and help your team learn. It is easy to dismiss the unfamiliar, but that sends the wrong message to your team. Model the behavior by using the LEAD model.

LEAD stands for the following behaviors:

* **Look** **for unfamiliar** **things in the workplace**. Be on the lookout for new ideas, attitudes, trends, etc. in the workplace you can investigate and learn more on the topic.
* **Engage** **it immediately.** When you identify an unfamiliar concept or idea, embrace it immediately. Ask questions about it and take notes.
* **Acquire** **more knowledge** **on the topic.** Research the topic and learn more about it. Look for reasons why this is valuable and why one should adopt it.
* **Disseminate** **the knowledge to the rest of the team.** Once you gather the information, share it with your team in your meetings. Gain input on perspectives and tell them how this information helps you.

If you want to have your employees embrace the unfamiliar, you must lead the way with your own actions and behaviors. Model the behavior you want them to adopt. They will follow you if you do.

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| **Estimated Time** | 10 Minutes |
| **Topic Objective** | Participants will understand the steps to embracing the unfamiliar. |
| **Topic Summary** | Embracing the unfamiliar is easy when you LEAD, which stands for the following:   * Look for unfamiliar things in the workplace * Engage it immediately * Acquire more knowledge on the topic * Disseminate to the rest of the team |
| **Materials Required** | LEAD handout |
| **Planning Checklist** | Prepare enough handouts for all participants |
| **Recommended Activity** | 1. Introduce the topic 2. Distribute the handouts 3. Allow 3-5 minutes to complete 4. Review talking points below |
| **Review Questions** | What questions do you have for me before we begin wrapping up the workshop?  Will vary |

# US-Jaycees-logo-white-and-green.pngModule Twelve: Wrapping Up

*Education is simply the soul of society as it passes from one generation to another.*

*Gilbert K. Chesterton*

Although this workshop is coming to a close, we hope that your journey to improve your Generation Gap skills is just beginning. Please take a moment to review and update your action plan. This will be a key tool to guide your progress in the days, weeks, months, and years to come. We wish you the best of luck on the rest of your travels!

## Words from the Wise

* **MC900370486[1]Marcus Tullius Cicero:** “What nobler employment, or more valuable to the state, than that of the man who instructs the rising generation.”
* **F. Scott Fitzgerald:** “My idea is always to reach my generation. The wise writer writes for the youth of his own generation, the critics of the next, and the schoolmasters of ever afterward.”
* **Charles M. Schulz:** “If I were given the opportunity to present a gift to the next generation, it would be the ability for each individual to learn to laugh at himself.”

Review the items on the parking lot. Some items may need one-to-one participant follow up. You may be able to clear other items up now. Follow-up workshops may even be appropriate.

## Action Plans and Evaluations

Do a quick round robin and ask everyone to share one thing that they learned today. Then, ask participants to make sure their action plans and evaluations are complete.

If possible, ask participants to buddy up and set up a follow-up system, so that they can check up on each other in the coming days, weeks, and months. If appropriate, provide your contact information in case they have any questions.