



Managing Four Generations in the Workplace

A two-program DVD featuring Cam Marston

Facilitator's Guide



Preview Only

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Introduction

There is an amazing and yet challenging generational mix in today's workforce. We have Baby Boomers and Matures working alongside Gen Xers and Millennials. Understanding the four generations is an important step to working in the generational melting pot. But, what if you are managing multiple generations who each view success quite differently?

This generational divide has created a multitude of issues for managers and supervisors to face. The promise of climbing the corporate ladder no longer has the motivational force it once did, and the traditional management structure is quickly becoming obsolete.

The two-DVD multi-media learning system, ***Managing Four Generations in the Workplace*** will provide managers and supervisors with both an understanding of what each generation wants and practical advice on how to coach, motivate and get results from a diverse workforce.

The two-DVD program will help managers and supervisors deal with differing generational expectations and help bridge the gap between managers raised in one generation and workers raised in another.

The information in this course is based on effectively executed management fundamentals. It doesn't take a rocket scientist to manage four generations, but it does take managers and supervisors who are open and accepting of the four generations and are willing to hold themselves accountable for effectively executing the management fundamentals that get results.

Course Overview

The *Managing Four Generations in the Workplace* course is a two-program DVD multi-media learning package designed for classroom facilitation and instructor-led training (ILT). The first program (21 minutes) focuses on defining and understanding the four generations and identifying action steps to use with each generation. The second program (14 minutes) focuses on dealing with common problems managers face when managing generations different from their own.

You will find everything you need for either a 2- or 4-hour workshop on managing the four generations in the workplace.

Customization and flexibility are primary objectives of the program. Print components, including this *Facilitator's Guide*, are included on the copyright free CD-ROM in your instructor's kit. The Microsoft PowerPoint® presentation on the CD-ROM is a great tool for organizing, outlining and hammering home your key points. The PowerPoint® presentation is easy to customize and will help you stick to your agenda. You can also print out the PowerPoint® presentation as a handout and photocopy it for attendees.

Learning Objectives

By the end of this program, participants will be able to:

- Describe the characteristics, attitudes, and values of each generation
- Identify specific actions a manager can take to coach, motivate and get results from each generation
- Determine how your management approach may need to change when coaching, managing and retaining employees of different generations
- Discover ways to Gen-Flex™ in order to solve generational problems in the workplace

Session Agenda

2-hour session

Introduction & Pretest	15 minutes
View Program 1 and Discuss	35 minutes
Gen-Flexing™ to Other Generations	20 minutes
View Program 2 and Discuss	25 minutes
Commitment to Action	10 minutes
Session Debrief & Posttest	15 minutes

4-hour session

Introduction & Pretest	20 minutes
An Overview of the Four Generations	20 minutes
View Program 1 and Discuss	30 minutes
Gen-Flexing™ to Other Generations	25 minutes
Reviewing Your Management Approach	15 minutes
Break	15 minutes
View Program 2 and Discuss	30 minutes
Identifying Generational Problems	10 minutes
Dealing with Generational Issues Skill Practice	45 minutes
Commitment to Action	15 minutes
Session Debrief & Posttest	15 minutes

Preparing for Your Session

Prior to the session, make sure you:

- Review both programs several times and become familiar with the content.
- Review the *Facilitator's Guide* and determine which agenda will be appropriate for your organization. Make sure you read the *Getting Oriented* section of this guide.
- Outline your presentation, considering your audience and objectives.
- Review the exercises and try and find an opportunity in the materials where you feel you have a personal story or anecdote to add to the program. This will help support the material and personalize the session for you and your participants.
- Review the PowerPoint® slides and determine if they need to be customized for your organization.
- Determine where the training program will take place. Do you need to schedule or reserve space?
- Identify the number of attendees making sure you have appropriate accommodations for any participants with disabilities.
- Make sure you have the following equipment and materials:
 - Flip chart and markers
 - TV/DVD player with remote control
 - Computer and screen (if you choose to display the PowerPoint® slides on screen.)

Getting Oriented

The four generations in the workforce today – Matures, Baby Boomers, Generation Xers and the New Millennials – each bring a unique historical perspective that shapes their interpersonal and business biases. It is important to understand each generation, not only to determine how best to work with them, but how your own generational bias may be getting in the way of your success.

It is human nature to work and communicate from where we're most comfortable; however, that may not be a match to your employee's comfort zone. Recognizing yourself in these descriptions may make clear why you've had trouble connecting with other generations. Interact with your team on their terms and you will reap the rewards.

Generations in a Nutshell

To help you identify yourself, and those you work with, here are snapshot descriptions of each generation in the workforce today.

Matures

Born between 1909 and 1945, Matures came of age during the Great Depression. They experienced Pearl Harbor, World War II, and Hiroshima. As a result, they are driven by the ideals of duty and sacrifice. Of the four generations, the Matures are the smallest in numbers (30 million). They are also the wealthiest. They either first entered the workforce after WWII or came home from the war and got a job with companies that took care of their employees. Both the company and the employee believed that loyalty to one another created even more loyalty. Most of the Matures worked for only one company, staying with that employer until retirement.

In the workplace, Matures are loyal to their employers and expect the same in return. They possess superb interpersonal skills, viewing the workplace as a collective whole that must work together. Additionally, Matures often measure a work ethic on timeliness, productivity, and not drawing attention to oneself.

As consumers, Matures place great faith in the nation's institutions: people, companies, and the government. They value quality over speed and efficiency, and do not require fancy options and customization. Though loyal, they are not afraid to shop around.

Top Five Actions for Dealing with a Mature

1. Offer plenty of personal interaction—ask and listen
2. Provide clear (written) goals and expectations
3. Show respect for age and experience
4. Provide plenty of technology training
5. Be totally honest and candid

Baby Boomers

One of the largest generations in history, the “Me” generation of Boomers was born between 1946 and 1964. They led the Civil Rights Movement and experienced the assassinations of Martin Luther King and the Kennedys. Many fought in or protested against the Vietnam War. They are a generation focused on prosperity. And they are largely in control today. Boomers run our local, state, and national governments. They are the bosses, supervisors, managers, and CEOs of most companies, and they dominate the workforce because of their enormous numbers—80 million people.

In the workplace, Boomers believe in, champion, and evaluate themselves and others based on their work ethic, which is measured in hours spent on the job. Productivity is less important than face time. Boomers are team-oriented; they consider relationship-building skills critical for success. As such, they expect loyalty from those they work with. The term “workaholic” was coined to describe the Boomer’s work ethic.

In the workplace, Boomers are looking for products and services that help regain control of their time. They are mixed in their views on technology, believing it brings about as many problems as solutions. Status and individuality are vitally important to Boomers, who want their products and services to be customized and a personal demonstration of their own successes. Boomers are motivated by money, recognition, control, promotion.

Top Five Actions for Dealing with a Baby Boomer

1. Show you care
2. Give frequent recognition
3. Treat them as equals. Coach, don’t direct
4. Give them a chance to talk
5. Be totally honest, candid and direct

Generation X

One of the most significant impacts on the workforce came with the introduction of Generation X. Born between 1965 and 1978, Gen Xers were quickly branded as slackers and skeptics, reluctant to grow up and conform. What many failed to recognize at first was the source of this reluctance. Raised in a world where the “national institutions” seemed to fall like dominoes - church scandals, impeachments, divorce - were almost normal. Generation X was taught to question authority. As youth they were told they’d be the first generation in the nation’s history that would not be as successful as their parents. Instead of becoming pessimists, however, they have embraced a carpe diem attitude - one that flies in the face of Boomers’ and Matures’ long-term strategizing.

In the workforce, Gen Xers dismiss the Boomers’ work-till-you-drop ethic. They also eschew hierarchy - seeking open communication regardless of position, title or tenure. Today, productivity on the job matters more than time on the job. They are moving into management positions where they are effective, profitable and responsible, but definitely different. Perhaps most importantly, Gen Xers invest loyalty in people, not companies.

In the workplace, Gen Xers pose a tough sell. They have been conditioned to spot a phony a mile away. They want to control the decision and the plan, selecting options that make sense to the way they live and work, not what someone has predetermined for them. They embrace technology, using it in most aspects of their lives - including competitive analysis for almost all purchases. Gen Xers are motivated by bonuses, recognition, meeting personal objectives, mentoring and training.

Top Five Actions for Dealing with a Gen Xer

1. Provide a fun workplace
2. Use written goals
3. Involve in teams
4. Be truthful and direct
5. Separate career and life

Millennials

The latest entrants into the workforce are the Millennials, born between 1979 and 1988. They have been coddled since birth, protected by their parents from all manner of atrocities and threats seeming to infiltrate the world. Millennials were raised with terrorist attacks. They are also technology gurus. They've never known a world without cell phones, laptops, remote controls, and travels to outer space. And, as a whole, they've never known depression - Millennials have lived almost their entire lives in a growing economy - until recently.

In the workplace, the Millennials like to align themselves with individuals who will help them achieve their goals. They seek open, constant communication from the boss. Interestingly, they work quite well with members of the Mature generation. Millennials seek personal fulfillment from their jobs, not necessarily financial security. Among the most overscheduled youth in our nation's history, they seek ways to shed stress in their lives.

In the workplace, Millennials are torn between individuality and fitting in. They want to be like their peers - but with a twist. They are loyal and consider a company's altruistic attitude and culture. They don't want to be hurried and will take the time to search for a unique answer.

Top Five Actions for Dealing with a Millennial

1. Give frequent and instant feedback, keep energy high
2. Use technology to the max
3. Offer multi-tasking projects
4. Provide close supervision
5. Provide people skills training

Facilitator's Materials

Introduction and Pretest

Time and Materials Needed:

- 15 – 20 minutes, depending on which agenda you choose
- PowerPoint® Screens 1-6
- Participant Guides
- Copies of the Quiz for each participant found on pages 25-27

1. Before participants arrive, **DISTRIBUTE** the participant guides to the tables.
2. **DISPLAY PowerPoint (PP) 1** and have it showing as participants arrive.
3. **WELCOME** participants to the training and make any necessary introductions
4. **DISPLAY PP 2. REVIEW** the learning objectives.
5. **DISCUSS** the agenda and take care of any housekeeping issues such as: breaks, bathroom locations, etc.
6. **DISTRIBUTE** the Quiz found on page 25-27 of this guide. There are two options regarding the pretest.

Option One: You can send the Quiz out to participants via memo or e-mail prior to the training and ask them to complete it and return it to you a few days before the program.

Option Two: You can give participants a few minutes to answer the questions during class.

Option Three: You can skip the quiz now and use it in the Session Debrief.

Regardless of which option you choose, take a few minutes to review and discuss the answers as a large group. The answers are found on page 28 of this guide.

7. If participants have already been through Cam's other program, **Mixing Four Generations in the Workplace**, then you can skip this next section. If they are not familiar with the four generations then, **DISPLAY PP 3-6**. Briefly, **DESCRIBE** the four generations. **USE** the material in the **Getting Oriented** section of this manual for more information.

Program One: Learning How to Gen-Flex™

Time and Materials Needed:

- 35 minutes
 - DVD, *Managing Four Generations in the Workplace*
 - Flipchart paper and markers
 - PowerPoint® Screens 7-8
 - Participant Guides, pages 7-10
-

1. **DIRECT** participants to turn to pages **7-10** in their guides.
2. **SHOW and DISCUSS PP 8**. Explain to participants that there are some specific things you would like them to watch for when viewing the DVD. This will make viewing the program an active rather than a passive interaction. When participants know that they will be responsible for discussing, sharing and reporting back on specific information in the DVD, they will pay closer attention to the material. This will also help increase retention of the material.
3. **CHOOSE** from the following approaches:
 - **Option A: ASK** participants to take notes on managing each generation. Pages are provided in their guides for note taking.
 - **Option B: DIVIDE** participants into four *random* small groups and assign each group one or two of the questions listed on PP 8 and tell them they will be responsible for reporting back to the large group the information obtained in the DVD.
 - **Option C:** If you have all four generational groups represented in your session, **ASSIGN** each group their own generation to report on. Ask them to include additional thoughts, ideas or anecdotes from their own experiences.
- **PLAY** the DVD, *Program One: Learning How To Gen-Flex™*
- After viewing Program One:
 - If you used **option A**, then as a group develop a list of the important generational highlights from Program One.
 - If you used **options B or C**, **ASK** participants to take a few minutes to discuss observations of their assigned generation or question and then create a flipchart page that represents the

highlights. Then have each group share their list with the large group.

6. Once you have reviewed each generation, **SHOW PP 9** and **DISCUSS** as a group. The goal of the question is to get the participants thinking about how all this information applies to the workplace. Don't expect one right answer from participants, instead allow them to interpret and respond to the question from their own experiences.

“What do you think are the most common problems or challenges with managing different generations in the workplace?”

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Gen-Flexing™ to Other Generations

Time and Materials Needed:

- 25 minutes
 - PowerPoint® Screen 9
 - Participant Guide, pages 11
-

1. **SHOW PP 9** and **SAY** the following:

“The purpose of Gen-Flexing™ is to treat your employees the way they need to be treated by adapting your style, approach and communication to something the other generations can identify with. If you can treat people the way they need to be treated you will have increased influence and get better results. The good news is that Gen-Flexing™ isn’t really a secret technique; in fact, some of the concepts have been around for a long time. The problem is that most of us don’t execute them as effectively as we could.

Think of it this way, Tiger Woods is not a great golfer because he has a secret technique or a magic set of golf clubs. He’s a great golfer because he has practiced and executed the fundamentals of golf extremely well. And it’s the same when dealing with the four generations. Each of us must execute the fundamentals of management well and be conscious about adapting our style, approach and communication in a way those other generations can relate to. But to do that, we need to understand where those generations are coming from.

Before we get into practicing some of the skills, let’s look at the generational differences that exist in this room and how even within the generations there can be differences.”

2. **DIRECT** participants to turn to page **11** in their guides.
3. **ALLOW** participants 10 minutes for participants to reflect on and respond to each statement. **SAY:** **“Instead of just saying, ‘I prefer to be treated with respect,’ take a moment and describe what the word *respect* means to you. Surprisingly, the word *respect* may mean different things to different people within a generation.”**

4. **ACTIVITY** Once participants have responded on their own, divide them up into their generational groups. Give each generational group three pieces of flipchart paper and have them create a laundry list of unique responses to each of the three statements on page 11 in their workbooks.
5. Once the flipchart pages have been created and posted, ask each group to identify a spokesperson to share the responses with the large group. As facilitator, note similarities and differences among the different groups.
6. **SAY: "As you can see there are some remarkable similarities and differences not just between the generations, but even among the same generations. This is why Gen-Flexing™ is so important. We can't assume we are all alike and we can't assume that the way we look at the world or define words like *respect* is going to be the same for everyone. We need to respect and appreciate these differences and as managers and supervisors, we need to adapt our communication to the employees/generations in order to increase our shared understanding."**

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Review Our Management Approach

Time and Materials Needed:

- 15 minutes
 - Four-hour agenda only
 - Participant Guide, page 12
-

1. **DIRECT** participants to page 12 of their guide.
2. **ASK** participants to reflect on their approach to management and how they currently interact with employees.
3. This exercise is about self reflection. It allows managers to think about their own approach and directly apply the material to their own situation. An important part of this type of training is giving the participants the opportunity to see how what they do is similar to or different from the material you are providing. Then, by specifically asking them what actions they need to address or alter for the future, we are planting seeds of behavior change that will grow and develop when back on the work site.
4. **DEBRIEF** the exercise by asking participant to share some of the actions they identified as areas they need to work on in the future.

Program Two: Solving Five Difficult Problems

Time and Materials Needed:

- 35 minutes
 - DVD, ***Solving Five Difficult Problems***
 - Participant Guides, page 13
 - PowerPoint® Screen 10
-

- **DIRECT** participants to turn to page **13** in their guides.
 - **DISPLAY and DISCUSS PP 10.** Give a brief overview of the five problems the program will cover. As participants watch program two, ask them to focus on those things that need to be considered when dealing with these difficult generational problems.
 - **CHOOSE** from the following approaches:
 - **Option A: ASK** participants to take notes on each problem and the solutions to the problem. Pages are provided in their guides for note taking.
 - **Option B: DIVIDE** participants into five *random* small groups and assign each group one of the generational problems to focus on and tell them they will be responsible for reporting back to the large group and recapping the information in the video debrief.
 - **PLAY** DVD program two, ***Solving Five Difficult Problems***
 - After viewing the program:
 - If you used **option A**, then as a group discuss the problems and solutions for each situation.
 - If you used **option B**, **ASK** participants to take a few minutes to discuss observations of their assigned problem and then create a flipchart page that represents the highlights. Then have each group share their list with the large group.
7. **ASK** participants if they have any questions about the material.

Identifying Generational Problems

Time and Materials Needed:

- 10 minutes
 - Four-hour agenda only
 - Participant Guides, page 12
-

1. **SAY** the following:

“I’m sure by now you’ve noticed that the solutions to these generational problems aren’t some new secret management technique, but instead are effectively executed fundamentals. In the next exercise we are going to get a chance to practice some of these fundamentals. However, let’s identify some other generational problems our organization faces. What are some of the situations that you most struggle with? Look back at page 12 in your guides and identify one or two of the top challenges.”

2. **CHART** participant responses. Use the charted responses as situations for the skill practice exercise that follows. If time permits, group like responses together or have participants vote or identify which of the responses are most pertinent to their organization.

This exercise will help the facilitator to see where the skill gaps are in the participant’s skill set. Listening to participants tell stories about their past experiences or challenges gives you valuable insight on how to approach specific challenges they have. During the following exercise, make sure that participants are choosing scenarios that are real to their work environment.

Dealing with Generational Issues Skill Practice

Time and Materials Needed:

- 45 minutes
 - Participant Guides 14-18
-

1. **SAY** the following:
“One of the most effective ways of learning how to become more flexible and adaptable is practice. If the goal is to Gen-Flex™ then we need to “flex” our communication skills and try to do some things differently than how we would normally do them.”
2. **DIRECT** participants to pages **14-16** in their guides and explain how the skill practice will work. Talk them through the process on **page 14**. Then, direct the managers to review **page 15** and the coaches to view **page 16**.
3. **DIRECT** those in the manager role to **pages 17-18** in their guides for an **Action Steps Reference Guide**.
4. **DEBRIEF** the exercise by having the coaches discuss the behaviors and outcomes of the interaction.
5. Once the initial interaction is complete, have participants switch roles and go through the skill practice again. If time permits, rotate roles until everyone has had a chance to function as the manager and get feedback.
6. Conclude the final debrief by **ASKING**:
 - What have you learned about how you need to communicate when Gen-Flexing?
 - What was easy or challenging about the interaction?

Commitment to Action

Time and Materials Needed:

- 10-15 minutes
 - Participant Guides, page 19
-

1. **SAY** the following:
“Now it’s time for you to make some decisions about what actions you are truly willing to commit to doing back in your work environment. We have discussed some specific examples that you all face back on the job, however nothing will change unless you make a conscious effort about doing something differently. Take a few minutes to make a commitment to yourself about how you are going to manage the four generations in the workplace.”
2. **DIRECT** participants to page **19** in their guides.
3. Allow participants several minutes to think about what they are willing to commit to doing and what event they believe will drive the necessary changes.
4. Go around the room and ask each participant to **SHARE** one thing they are committed to doing differently as a result of this training program.

Program Debrief

Time and Materials Needed:

- 10-15 minutes
 - Participant Guides, pages 20 and 21
 - Facilitators Guide Handout, pages 26-28
 - PowerPoint Screens 11 and 12
-

1. **DIRECT** participants to turn to page **20**.
2. **DISCUSS** the *Quick Review* and **DISPLAY PP 11 and 12**:
Here are just a few thoughts to consider as you leave here today and prepare to put your plans into action.
3. If you didn't use the Quiz during the opening of your training session, you can use it as a posttest. **DISTRIBUTE** pages 25-27 of this facilitator's guide and refer to the answers on page 28.
4. **DIRECT** participants to turn to page **21** in their guides. Give participants time to fill out the Program Evaluation.

About Cam Marston

Consultant, author, and speaker Cam Marston has worked with *Fortune 500* companies and small businesses throughout the world to improve multigenerational relations and communications. He has appeared in the *Chicago Tribune*, *Philadelphia Inquirer*, *New Zealand Herald*, *Entrepreneur Magazine*, *Charlotte Observer*, *HR Management Today*, on the BBC, and in numerous trade journals and city business journals across the United States.

Cam's programs and concepts are the result of more than ten years of extensive research and study inside businesses of all sizes and sectors. In the course of his work, he has interviewed hundreds of representatives of the various generations. Their answers are interesting—sometimes surprising—and always valuable.

Marston began his generational-focused consultancy after several years selling for Nestle Brands Foodservice Company. While at Nestle he discovered that he developed closer relationships with his customers when he talked to them about subjects that appealed to their value systems. He soon learned that his customers had many different values but the values were roughly the same in each generation.

In 1996 he founded Marston Communications. Originally his clients engaged him to conduct surveys, focus groups and research on both their customer and employee bases. Cam's results revealed significant generational differences that his clients had never recognized.

In June, 1997, *Time Magazine* brought Generation X and the generational differences to the forefront of American debate with the cover article "Great Xpectations." Marston read it and realized his findings were the same ones the article discussed. Soon after that he gave his first presentation on generational differences in the workplace. Using the research he himself had conducted within organizations and the explosion of information on the newly-identified generations appearing all over the media, Marston began exploring generational differences in the workplace and presenting his findings across the globe.

Cam Marston's clients range from small, local associations, to national conventions audiences of more than 3,000, to *Fortune 500* senior executives in corporate boardrooms.

Materials

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Managing Four Generations in the Workplace Quiz

Circle the correct answer below.

1. Which of the following generations is most likely to continue working for a boss they don't like:
 - a) Matures
 - b) Gen Xers
 - c) Boomers
 - d) Millennials
 - e) A & C
 - f) B & D

2. When communicating with a Gen Xer or Millennial employee:
 - a) Don't tell them exactly what you want. Just make suggestions and let them figure it out for themselves
 - b) Be specific with your expectations and don't beat around the bush
 - c) Just give them the project with no instructions
 - d) Don't speak to them directly. Just send e-mail correspondence
 - e) All of the above
 - f) None of the above

3. When managing someone from the mature generation, which one of the items listed below, would not be considered a motivator?
 - a) Accomplishment
 - b) Responsibility
 - c) Control
 - d) A New High-tech computer gadget

- e) All of the above
 - f) None of the above
4. When managing someone from the Millennial generation, which one of the items below would motivate them?
- a) Time off of Work
 - b) Education and Training
 - c) Recognition
 - d) Having a mentor to support their career goals
 - e) All of the above
 - f) None of the above
5. If you were dealing with a mature which of the following would be important actions steps:
- a) Offer plenty of personal interaction
 - b) Provide clear (written) goals and expectations
 - c) Show respect for age and experience
 - d) Provide plenty of technology training
 - e) All of the above
 - f) None of the above
6. A Gen Xer and a Millennial were just transferred to your department which one of the following issues may come up:
- a) The employees will need training on how to use a computer
 - b) The employees may request additional time off
 - c) The employees will have trouble multi-tasking
 - d) The employees may want to use their ipod while working
 - e) A & C
 - f) B & D

7. You have just learned that your organization is going to stop using a paper order system and start using a handheld computer system. Which of the following generations may find the change a challenge?
- a) Millennials
 - b) Gen Xers
 - c) Boomers
 - d) Matures
 - e) A & B
 - f) C & D
8. Gen-Flexing™ means to:
- a) Adapt to someone else's generation
 - b) Have others adapt to your generation
 - c) Keeping your body flexible
 - d) Showing off your muscles
 - e) A & C
 - f) B & D
9. True or False. Millennials and Matures cannot work side by side in the same department.
10. True or False. When you are managing a Gen Xer you need to explain not only what you want them to do but also why you want them to do it.

Answers to the Quiz

1. E
2. B
3. D
4. E
5. E
6. F
7. F
8. A
9. False. Matures actually make great Mentors for Millennials.
10. True. Gen Xers tend to question everything so be sure to explain why the project or task is important.

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