

**NOT  
EVERYONE  
GETS A**



**PREVIEW**

**TROPHY**

**with BRUCE TULGAN**

**LEADER'S GUIDE**

**Media Partners™**

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## Introduction

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*Jason, a 20-something employee who has been working for you for three weeks, strolls in 20 minutes late, coffee in hand and a smile on his face. Enthusiastically, he tells you, "I'm almost finished with those numbers. And wait until you see what I discovered when I was compiling the data!" Beth, an employee who has been with the company for 18 years, looks on. Her expression says it all: She is steamed. Who does he think he is?*

All across the nation, scenarios like this one are playing out. Traditionally, the generation gap at work was bridged by younger, less-experienced employees deferring to older, more experienced employees. The inexperienced employees knew they had a lot to learn, and they welcomed the senior staff's tutelage. Not anymore. Times have changed – quickly and dramatically. So how do we help today's managers navigate these stormy waters? That's what this workshop is all about.

### Learning Objectives

After your managers have completed this workshop, they will be able to:

- ☐ Identify their Gen Y employees.
- ☐ Recognize the popular myths about Gen Y employees.
- ☐ Debunk their preconceived notions about Gen Y employees.
- ☐ Identify ways to effectively manage their Gen Y employees.
- ☐ Implement an action plan to impact how they manage their Gen Y employees.

### About Bruce Tulgan

Bruce Tulgan brings his highly engaging seminar, based on his bestselling book ***Not Everyone Gets a Trophy: How to Manage Generation Y***, directly to you in an entertaining and engaging DVD presentation. Mr. Tulgan is recognized internationally for his in-depth research on young people in the workplace and is an advisor to business leaders all over the world.

In this program, he debunks the generational myths that follow Generation Y workers and outlines best practices that today's managers can immediately apply in the workplace to help their younger employees reach their potential.

Mr. Tulgan is highly sought after as a keynote speaker and leading expert on management, including managing the younger generations entering today's business sector. He is founder of RainmakerThinking, Inc., and he has written or co-authored 16 books, including *Managing Generation X*, *Winning the Talent Wars* and *It's Okay to Be the Boss*. He was recently awarded the Golden Gavel by Toastmasters International, one of our nation's most prestigious awards to those in the communications field.

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*Generation Y is like Generation X on fast-forward,  
with self-esteem on steroids.*

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PREVIEW

# Getting Started

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## How to Use This Guide

While Media Partners' **NOT EVERYONE GETS A TROPHY DVD** is the foundation of this program, this Leader's Guide will help you facilitate discussion about Generation Y and Mr. Tulgan's Eight Action Steps to providing Gen Y workers with what they need to reach their full potential.

Following this training, managers will be armed with best practices that will immediately impact how they manage their Gen Y employees.

## Your Role

Whether you are a manager or a trainer, your role is to make this workshop lively and fun. Ask questions. Encourage dialogue, thinking and reflection. Keep the class energized as you guide their learning about how to manage their youngest employees.

## Tips for Conducting a Successful Meeting

Before we get into the specifics of the program, let's go through a few basic training tips:

- ☐ **Start on time and end on time.**

If you want your participants to respect you, you need to first show that you respect them and their time. Start on time to reward those who arrive promptly.

- ☐ **Take breaks at odd intervals.**

Tell your class to return in seven minutes, or start your break at 11:33 and tell participants to return in exactly 10 minutes. Participants are more apt to return promptly because of the specifics of your request. It's more fun too!

- ☐ **Assign group leaders the responsibility for rounding people up at the end of a break.**

- ☐ **Raise the energy level and increase participation in the class by having fun.**

Everybody knows that learning is more effective when it is fun. As the leader, it's your responsibility to keep things going. Ask a lot of questions and facilitate small-group discussions.

When the energy level starts to dip, get your participants out of their seats. Ask questions and reward answers. Or give participants a break, and have them return to a fast-paced Q&A contest. Give prizes for Q&A summary games, or reward small groups for returning from break on time. Be creative!

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*If you have a Gen Yer who walks in on the first day  
head down, prepared to learn the ropes,  
you've hired the wrong person.*

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PREVIEW



## **Training-Time Estimates**

<i><b>Training Topic</b></i>	<i><b>Estimated Time (minutes)</b></i>
Welcome	5
Activity: Icebreaker—The Gift of Context	5
Learning Objectives	5
Four Generations and the Demographics of Your Team	5
Activity: Assessing the Demographics of Your Team	15
Activity: Characteristics of Gen Y Employees	20
<i>NOT EVERYONE GETS A TROPHY DVD</i>	30
BREAK	15
Discussion Questions	15
Activity: Myths and Truths About Gen Yers	45
Assumptions	5
Providing Context, Experience and Wisdom	15
BREAK	15
Activity: A Workplace Challenge	10
Activity: Action Steps	45
Activity: Managing My Gen Yers Action Plan	10
Wrap-up	15

**TOTAL Training Time**

**Approx. 4.5 hours**

## Preparing for Your Meeting

The most important thing you can do before you teach this workshop is prepare. Get familiar with the DVD. Get comfortable with this Leader's Guide. Think about specific problems or friction in your line of business associated with younger, less-experienced employees.

**Note:** Although the success of this workshop depends on your managers' willingness to come up with their own answers and solutions for managing Generation Y employees, it is important to anticipate what may come up during the workshop. It's not your job to provide answers; rather, you should guide your team to embrace the ideas presented by Mr. Tulgan and identify ways to implement them in their workplace.

### Pre-Meeting Checklist

- ☐ Watch the DVD.
- ☐ Read this Leader's Guide.
- ☐ Reserve meeting space and DVD player.
- ☐ Gather whiteboard or flip chart, tape and markers.
- ☐ Gather colored stickers for **Activity: Characteristics of Gen Y Employees** (optional).
- ☐ Print Participant's Guides.
- ☐ Gather candy, gum and trinkets to reward participation and add a dimension of fun to the meeting.
- ☐ Prepare flip charts.
- ☐ Print and send meeting announcements, or send an e-mail announcement.

### Flip Charts

1. Bruce Tulgan
  - does in-depth research
  - connects with Gen Y
  - advises business leaders
2. -- Comes in various thicknesses
  - Comes in gold or brown
  - Breaks easily
  - Sometimes bends

3. – Twirls
  - Sits on a plate
  - Is eaten with sauce
4. Context
  - Surrounding conditions

5. Born before 1946

6. Baby Boomers  
1946 – 1964

7. Generation X  
1965 – 1977

8. Generation Y  
1978 -- 1994

9. Generation Z  
1995...

10. Want the top job on Day One  
Agree   Disagree

11. Want work to be fun  
Agree   Disagree

12. Arrogant  
Agree   Disagree

13. Won't do grunt work  
Agree   Disagree

14. Want to be left alone  
Agree   Disagree

15. Disloyal  
Agree   Disagree

16. Think only short-term  
Agree   Disagree

17. Want to learn only from computers

Agree    Disagree

18. Don't respect their elders

Agree    Disagree

19. Context

-- Experience

-- Wisdom

PREVIEW

# Conducting Your Meeting

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## Welcome

**WELCOME** managers to the workshop. Thank them for coming.

## About the Workshop

**EXPLAIN:**

- ☐ The workshop will run approximately 4½ hours (depending on your number of participants).
- ☐ Review housekeeping details:
  - Request cell phones be silenced.
  - Explain restroom locations.
  - Mention refreshments.
  - Describe breaks.
- ☐ The foundation of the workshop is a DVD presentation by Bruce Tulgan, an expert on the younger generations and their impact on the workplace.

## About Bruce Tulgan

**POST** flip chart No. 1: "Mr. Tulgan." **EXPLAIN:**

- ☐ The DVD presentation is based on his bestselling book ***NOT EVERYONE GETS A TROPY: How to Manage Generation Y.***
- ☐ Mr. Tulgan is recognized internationally for his in-depth research on workplace dynamics and management practices.
- ☐ In this program, he shares specific ways to connect with and inspire Generation Y employees.
- ☐ He is an advisor to many of today's business leaders and is president of RainmakerThinking, Inc.
- ☐ He has written or co-authored 16 books, including *Winning the Talent Wars*, *Managing Generation X* and *It's Okay to Be the Boss*.



## Icebreaker—The Gift of Context

**TELL** managers that before you get started, you'd like to conduct a quick icebreaker.

**EXPLAIN** that:

- ☐ You will give them clues to identify a common item.
- ☐ They shouldn't blurt the answer.
- ☐ If they believe they know what the item is, they should quietly stand.
- ☐ If they believe their answer is no longer valid after hearing the next clue, they can sit again.
- ☐ Following all seven clues, you will discuss answers.

**SAY:**

- ☐ *Clue #1: It comes in various thicknesses.*
- ☐ *Clue #2: It can be gold or brown.*
- ☐ *Clue #3: It breaks easily.*
- ☐ *Clue #4: Under certain circumstances, it bends without breaking.*
- ☐ *Clue #5: When it's bendable, you can twirl it.*
- ☐ *Clue #6: You put it on a plate.*
- ☐ *Clue #7: It's customary to eat it with sauce.*



### ***Icebreaker—The Gift of Context***

**POST** flip charts No. 2: “Various” and No. 3: “Twirls” side by side.

**ASK:**

**Why was it easier to guess correctly when we got to clues 6 and 7?**

*More information. More specific.*

**Can you say that clues 5, 6 and 7 provided the context for the object?**

*Yes.*

**What is the definition of the word “context”?**

*Answers will vary.*

**POST** flip chart No. 4: “Context.”

**SAY:**

*While the first couple of clues described spaghetti, it was the last couple of clues that explained the **surrounding conditions**: You can twirl it, you put it on a plate, and you eat it with sauce. That information provided the context for eating spaghetti.*

*Today we are going to talk about how Generation Y employees come to you with knowledge and how they easily know how to attain knowledge they are lacking. But they need the context for what they know. That's where you come in. You need to help them understand the context. They need you to help them understand the surrounding conditions and where they fit into the larger puzzle at work.*

*Now let's take a look at the learning objectives.*

## **Learning Objectives**

**DISTRIBUTE** Participant's Guides. **REFER** managers to page 5, Learning Objectives.

**EXPLAIN** that after they complete this workshop, they will be able to:

- ☐ Identify their Gen Y employees.
- ☐ Recognize popular myths about Gen Y employees.
- ☐ Debunk their preconceived notions about Gen Y employees.
- ☐ Identify ways to effectively manage their Gen Y employees.
- ☐ Implement an action plan to immediately impact how they manage their Gen Y employees.

## **Four Generations and the Demographics of Your Team**

**EXPLAIN** that currently, four generations work side by side in almost every organization in the country.

**POST** flip charts No. 5 through No. 9.

No. 5: "Before 1946"

No. 6: "Baby Boomers"

No. 7: "Gen X"

No. 8: "Gen Y"

No. 9: "Gen Z"

**REFER** participants to "Four Generations," page 5, in their Participant's Guide, so they can take notes.

**ASK** for a show of hands:

**What percentage of the U.S. workforce is comprised of employees who were born before 1946?**

**Who believes it is between 5 and 10 percent?**

**10 to 20 percent?**

**More than 20 percent?**

**RECORD** 6% on flip chart No. 5.

**SAY:**

*Employees born before 1946 represent 6% of the workforce.*



**ASK** for a show of hands:

**What about the Baby Boomers? Employees born between 1946 and 1964? What percentage of the workforce do you think they represent?**

**Less than 30 percent?**

**30 to 50 percent?**

**More than 50 percent?**

**RECORD** 41% on flip chart No. 6.

**SAY:**

*Baby Boomers represent 41% of the workforce.*

**ASK** for a show of hands:

**What about Gen X? Employees born between 1965 and 1977? What percentage of the workforce do you think they represent?**

**Less than 30 percent?**

**30 to 50 percent?**

**More than 50 percent?**

**RECORD** 29% on flip chart No. 7.

**SAY:**

*Gen X workers represent 29% of the workforce. And if we do the math, then that means 24% of the workforce is Generation Y: employees born between 1978 and 1994.*

**RECORD** 24% on flip chart No. 8.

**REFER** to flip chart No. 9.

**ASK** for a show of hands.

**How many of you have heard of Generation Z or the Net Generation?**

**SAY:**

*The first born in Generation Z – also known as Generation I (I for Internet), the Internet Generation or Net Generation – will graduate from high school in 2012. They haven't entered the workforce yet. We included it here only as a reference point.*

*But in most workplaces, these other four generations work side by side. That's a lot of people with a lot of different experiences and approaches to work.*

**EXPLAIN:**

- ☐ The number of people in Generation Y rivals the overall number of Baby Boomers.
- ☐ In the workplace, however, Baby Boomers are retiring and leaving while Generation Y workers continue to enter.
- ☐ In 2010, almost one-quarter of workers are Gen Y, but the youngest Gen Yers haven't entered the workforce yet.

**SAY:**

*In a few years, this generation will be a force in the workplace, in part due to their large number. Knowing how to manage this young generation of workers is critical. Let's start by looking at the demographics of your team.*

ACTIVITY

**Assessing the Demographics of Your Team**

**REFER** participants to *Assessing the Demographics of Your Team* on page 6.

**EXPLAIN:**

- ☐ Before taking steps to better manage their Gen Y employees, it's important to assess what generation they currently manage and how they view them.
- ☐ This assessment is for their eyes only and is designed to help them identify specifically the challenges they face. There is no right or wrong to this assessment.
- ☐ They should base their thoughts on their work ethics and values, their experiences and their perceptions of appropriate behavior for the workplace.

**Sample Activity: Assessing the Demographics of Your Team**

**Note:** The assessment is included here for your review and in case managers have questions. The debrief follows.

**Your Team**

List each of your employees under the generation that identifies them.

Pre-1946	Baby Boomer (1946 – 1964)	Gen X (1965 – 1977)	Gen Y (after 1978)

**Your Approach to Work**

Describe what appropriate work behavior looks like to you: (for example, punctuality, respect for hierarchy, teamwork, initiative, etc.).

What are the channels to follow for pitching an idea?

What traits have helped you succeed in your career?

What traits have you had to work on or curtail to be more successful?

To which generation do you belong?

### ***Your Employees***

Which employees seem to approach work in the same way you do?

Which employees approach work differently from you?

Consider the employees who approach work differently from you.

What don't you like?

What frustrates you?

What is your opinion of their work ethic and work values?

What do you like?

What do you think frustrates them?

To which generation do they belong?

### ***Your Team***

Think about your team. Is there any tension or conflict between your more-experienced, older employees and your younger, less-experienced ones? If so, describe it.

Is there any friction or conflict between you and your younger employees? If so, describe it.

If you have no tension or conflict on your team, what challenges do you face managing different generations?



### ***Assessing the Demographics of Your Team***

**ASK** for a show of hands:

**Who has employees in all four of the generational groups? Three? Two?**

**Who has the most employees in the Baby Boomer Generation?**

**Who has the most employees in Gen X?**

**Gen Y?**

**Who is from a different generation than the majority of their employees?**

**ASK:**

**What does that mean for how we manage?**

*What each of our employees needs from us may be different.*

**ASK** the following questions and **RECORD** answers on blank flip charts.

**What do you like about your employees who approach work differently from you?**

*Answers will vary. For example: high confidence about their work; high energy and enthusiasm around ideas, etc.*

**Who would like to share what frustrates you?**

*Answers will vary. For example: they want to change everything; they think their way is better, etc.*

**What frustrations do your employees have with each other?**

*Answers will vary. For example: more experienced employees may feel the younger ones don't want to follow the rules; younger employees may feel like the more experienced ones are closed-minded, etc.*

**SAY:**

*Now that you've looked at your employees and considered the challenges you face managing a multigenerational team, let's talk specifically about Generation Y, the fastest-growing segment of the workforce.*



### **Characteristics of Gen Y Employees**

**REFER** managers to *Activity: Characteristics of Gen Y Employees*, on page 9.

**EXPLAIN:**

- ☐ They should read each statement and determine whether they agree or disagree that the statement describes Generation Y.
- ☐ These are generalizations about Generation Y workers, not individual characteristics of any one person.
- ☐ If the statement describes any of their employees, they should make a checkmark in the box.

**Note:** While participants work on this activity, **POST** flip charts No. 10 – No. 18 and distribute colored stickers (or provide access to markers). In addition to giving the group a visual of everyone's thoughts about Gen Y, having everyone get up out of their seats to mark the flip charts will provide an opportunity to re-energize the class.



### **Characteristics of Gen Y Employees**

**EXPLAIN** that:

- ☐ You posted a flip chart page for each of the statements.
- ☐ Everyone should take their colored stickers and their activity page and stand near one of the flip charts.

**EXPLAIN:**

- ☐ Based on whether they agreed or disagreed with the statement, they should put a sticker under “agree” or “disagree” and then move to the next flip chart and do the same. (If using markers, participants should place a tally mark under “agree” or “disagree.”)
- ☐ When they finish posting a sticker for each statement, they should return to their seats.

**ASK:**

**What conclusions can you draw from looking at the results posted on the flip charts?**

*Answers will vary. For example: certain characteristics are strong within everyone's teams.*

**SAY:**

*There are many misconceptions about Generation Y, and Bruce Tulgan talks about some of them in the DVD **NOT EVERYONE GETS A TROPHY**. We're going to watch the show next, and then we will discuss this activity further.*

PREVIEW

# NOT EVERYONE GETS A TROPHY DVD

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**PLAY** the DVD.

## Discussion Questions

**REFER** participants to “Discussion Questions,” on page 10 in their Participant’s Guide, so they can take notes.

**ASK:**

**What is the relevance of the title “Not Everyone Gets a Trophy”?**

*Gen Yers were raised during a time when trophies were awarded to kids for just showing up.*

**What kind of parent raises Gen Y – hands-off or highly engaged?**

*Highly engaged parents.*

**What kind of managers do Gen Yers need?**

*They need highly engaged managers.*

**Gen Yers have high self-esteem. What does that mean with regard to how they want to be perceived at work?**

*They want to be taken seriously in the workplace – starting on Day One.*





## Myths and Truths About Gen Yers

Which myths about Gen Yers surprised you the most?

*Answers will vary.*

**REFER** to flip charts No. 10 – No. 18.

**SAY:**

*If we look at the flip charts again and think about the statements you agreed with and those you disagreed with, our group has varied feelings about Generation Y workers. In this next activity, we're going to talk about why these misconceptions exist.*

**DIVIDE** participants into groups. **EXPLAIN** that they will work in groups for the next activity.

**REFER** participants to page 11, "Myths and Truths About Gen Yers," in their Participant's Guide.

### Sample Activity: Myths and Truths About Gen Yers

**Note:** The activity is included here for your review and in case managers have questions. The debrief follows.

#### Myth #1 – Gen Yers Want the Top Job on Day One

Truth – They don't want the top job on Day One, but they do want to:

☐ \_\_\_\_\_ on Day One.

☐ \_\_\_\_\_ on Day One.

In what ways have your Gen Y employees tried to make an impact in your organization?

***Myth #2 – They Want the Work to Be Fun***

Truth – Work doesn't need to be fun, but Gen Yers want work that helps them:

- ☐ make an \_\_\_\_\_.
- ☐ get taken \_\_\_\_\_.

\*What kind of work can you give your Gen Y employees to help them feel they are being taken seriously?

***Myth #3 – They're Arrogant***

Truth – Most Gen Yers aren't arrogant, but their \_\_\_\_\_ and \_\_\_\_\_ can be misconstrued as arrogance.

Do you have employees who seem arrogant? What could it be instead of arrogance?

***Myth #4 -- They Won't Do the Grunt Work***

Truth – They will do the grunt work, under certain conditions.

They will do the grunt work, but not for \_\_\_\_\_ promises. They will do the grunt work, but they want \_\_\_\_\_ for it and the acknowledgment that they are working toward a more \_\_\_\_\_ task.

What kind of long-term or vague promises does our company offer?

\*Consider your Gen Y employees. What do they really want? What tangible rewards can you provide?

***Myth #5 – They Want to Be Left Alone***

Truth – They don't want to be left alone. When they are out of sight for too long, they feel out of mind.

They feel \_\_\_\_\_.

What can you do to ensure you show your Gen Yers that you notice them and their work?

***Myth #6 – They're Disloyal***

Truth – They're not disloyal, but they are loyal in a \_\_\_\_\_ market.

What kind of transactions have your Gen Y employees tried to negotiate?

\*What small transactions or rewards are you willing to negotiate?

***Myth #7 – They Think Only Short-term***

Truth – They think short-term and hierarchically, but not all the time. They can become long-term employees if:

- ☐ They are taken \_\_\_\_\_.
- ☐ They can make an \_\_\_\_\_.
- ☐ They are \_\_\_\_\_.

Your Gen Y employees have the potential to be superstars, high performers. They can't wait to prove themselves. What kind of manager do they need?

Managers need to be \_\_\_\_\_ and \_\_\_\_\_.

***Myth #8 – They Want to Learn Only from Computers***

Truth – They want to learn from computers only what is \_\_\_\_\_ to learn from computers.

Why is this a common misconception?

\*What can you teach them that they can't learn from computers?

***Myth #9 – They Don't Respect Their Elders***

Truth – They are the over parented generation. In fact, most Gen Yers \_\_\_\_\_ grown-ups.

Where does this myth come from? Why is it easy to assume these young employees don't respect their elders?



### ***Myths and Truths About Gen Yers***

**FACILITATE** discussion around each myth. **ASK** groups to share answers.

#### ***Myth #1 – Gen Yers Want the Top Job on Day One***

**ASK:**

**What's the truth?**

*They don't want the top job on Day One, but they do want to:*

- ☐ Make an impact on Day One.
- ☐ Prove themselves on Day One.

**In what ways have your Gen Y employees tried to make an impact in your organization?**

*Answers will vary. For example, first week on the job, an employee wanted to revamp the sales floor to improve the power aisle potential.*

#### ***Myth #2 – They Want the Work to Be Fun***

**ASK:**

**What's the truth?**

*Work doesn't need to be fun, but Gen Yers want work that helps them:*

- ☐ Make an impact.
- ☐ Get taken seriously.

**RECORD** answers to the following question on a flip chart and **POST**. Participants will use it when they write their action plans.

**ASK:**

**What kind of work can you give your Gen Y employees to help them feel they are being taken seriously?**

*Answers will vary. For example: ask for an opinion on something you have leeway to change, like how to merchandise a display.*

### **Myth #3 – They're Arrogant**

**ASK:**

**What's the truth?**

*Most Gen Yers aren't arrogant, but their enthusiasm and self-confidence can be misconstrued as arrogance.*

**SAY:**

*They believe in themselves. They're ready to prove themselves, and they'll push for the chance to do so. Their confidence, energy and enthusiasm can be easily misconstrued as arrogance.*

### **Myth #4 -- They Won't Do the Grunt Work**

**ASK:**

**What's the truth?**

*They will do the grunt work under certain conditions.*

*They will do the grunt work, but not for vague promises. They will do the grunt work, but they want credit for it and the acknowledgment that they are working toward a more interesting task.*

**What kind of long-term or vague promises does your company offer?**

*Answers will vary. For example: 401(k) vesting after five years; promotions from within, etc.*

**Consider your Gen Y employees. What do they really want?**

*Answers will vary. For example: flexible hours, longer breaks, etc.*

**RECORD** answers to the following question on a flip chart and **POST**. Participants will use it when they write their action plans.

**What tangible rewards can you provide?**

### ***Myth #5 – They Want to Be Left Alone***

**ASK:**

**What is the truth?**

*When they are out of sight for too long, they feel out of mind. They feel forgotten.*

**Who remembers the story from the show about the employee doing due diligence? How long was he working unsupervised?**

*Seven hours.*

**SAY:**

*This generation of workers wants to know they are being noticed. They need to know they are on the top of your mind. They want you to keep score.*

**RECORD** answers to the following question on a flip chart.

**What can you do to ensure you show your Gen Yers that you notice them and their work?**

*Answers will vary. For example: check in with them at regular times; acknowledge their work at the end of the day, in staff meetings, etc.*

### ***Myth #6 – They're Disloyal***

**ASK:**

**What is the truth?**

*They're not disloyal, but they are loyal in a free market.*

**They are quick to say they are loyal. But what does loyalty mean to them?**

*Loyalty that can be negotiated. This for that. Loyalty in exchange for the best deal.*

**What kind of transactions have your Gen Y employees tried to negotiate?**

*Answers will vary.*

**RECORD** answers to the following question on a flip chart and **POST**. Participants will use it when they write their action plans.

**What tangible rewards can you provide? What small transactions or rewards are you willing to negotiate?**

*Answers will vary. For example: a later start time the day after a sales goal is met.*

### **Myth #7 – They Think Only Short-term**

**ASK:**

**What is the truth?**

*They think short-term and hierarchically, but not all the time. They can become long-term employees if:*

- ☐ They are taken seriously.
- ☐ They can make an impact.
- ☐ They are learning.

**ASK:**

**Your Gen Y employees have the potential to be superstars, high performers. They can't wait to prove themselves. What kind of manager do they need?**

*Managers need to be hands-on and highly engaged.*

**Myth #8 – They Want to Learn Only from Computers**

**ASK:**

**What is the truth?**

*They want to learn from computers only what is easy to learn from computers.*

**Why is this a common misconception?**

*They're computer savvy. They have grown up on and depend on technology.*

**What can you teach them that they can't learn from computers?**

- ☐ Context
- ☐ Experience
- ☐ Wisdom

**Myth #9 – They Don't Respect Their Elders**

**ASK:**

**What is the truth?**

*They are the over parented generation. In fact, most Gen Yers love grown-ups.*

**Where does this myth come from? Why is it easy to assume these young employees don't respect their elders?**

*They have been raised exchanging information and opinions with grown-ups. They've had a casual rapport with grown-ups, including their parents, and engage in that same kind of rapport with older people at work. That is sometimes misconstrued as disrespect.*

---

*Gen Yers are very valuable.*

*They believe they can do ANYTHING.*

---



## Assumptions

**REFER** participants to “Activity: Characteristics of Gen Y Employees” on page 9 in their Participant's Guide.

**TELL** them to place a checkmark next to any myth on page 9 that identifies a myth they have to overcome.

**ASK** for a show of hands.

**How many myths and assumptions do you have to overcome to better manage your Gen Yers?**

All 9?

7 - 8?

5 - 6?

3 - 4?

2?

1?

**How many of you are surprised by your assumptions?**

**SAY:**

*There are many misconceptions about Gen Y. Recognizing the myths is the first step to better managing this generation of employees. Next, let's talk about how to help these young workers succeed.*

## Providing Context, Experience and Wisdom

**REFER** participants to page 15 in their Participant's Guide so they can take notes.

**ASK:**

**Gen Yers are valuable. What makes them valuable?**

*They have the kind of knowledge, energy and belief in themselves that can positively impact your organization's quality, productivity and bottom line.*

**What are they lacking? What three things do they need from their managers to be successful?**

*Context, experience and wisdom.*

**POST** flip chart No. 19: “Context.”

**SAY:**

*That's right. Generation Y employees have knowledge and the confidence that they can quickly acquire knowledge they may be lacking. But knowledge is different from context, experience and wisdom. As a manager, providing context, experience and wisdom is the single most important thing you can provide your Generation Y workers.*

**ASK:**

**Is providing context the same as telling a Gen Yer “the way things are”? Why or why not?**

*No. Telling them the way things are will only frustrate them. It does nothing to help them figure out their world at work.*

**What does providing context mean?**

*Providing context means helping them identify their piece of the puzzle and how it fits within the organization.*

**Why are context, experience and wisdom so important to the success of Gen Yers? What do these attributes provide?**

*Context, experience and wisdom provide Gen Yers with:*

- ☐ The big picture.
- ☐ A broader understanding of how they fit into the team, the department, the company and the company's mission.
- ☐ A foundation for business maturity.
- ☐ A frame of reference for their energy, enthusiasm and ideas.

**SAY:**

*Remember our icebreaker? “Spaghetti” is only a word until you understand the context of how you eat it, when you eat it, even what you put on it. Gen Yers need you to provide context, experience and wisdom for what they do and their role in your team and your organization. But there's something else that happens when Gen Yers acquire context, experience and wisdom.*

**ASK:**

**What else happens when you provide Generation Y employees with context, experience and wisdom? What if you didn't know spaghetti was a food? Would anyone take you seriously as a chef?**

*People will take them more seriously.*



## A Workplace Challenge

**REFER** managers to page 16 in their Participant's Guide. **EXPLAIN** that:

- ☐ They should read the scenario (shown below).
- ☐ They should consider how the employee may be lacking in context, experience and wisdom.
- ☐ Then they should work in groups to answer the questions that follow.

*Cara, a new employee, called the senior VP of sales (your boss's boss) directly to talk about a revolutionary new product she had heard about the previous night. She explained that she researched it and learned that the product had just received FDA approval. Cara told the senior VP that she had the company's name and contact information.*

*She ended her call with your boss's boss by saying, "We need to act now before it's all over the major news outlets and we lose our competitive edge!"*



## A Workplace Challenge

**ASK:**

**What does Cara bring to the organization that is valuable?**

*She brings enthusiasm and energy. She brings a passion about doing her part to help the company succeed.*

**How do you know she is lacking experience, context and/or wisdom?**

*She called the wrong person. She called your boss's boss.*

**What experience is she lacking?**

She hasn't been there long enough to learn that there is a process for new product recommendations.

**What context is she lacking?**

She doesn't understand that:

- ☐ If the senior VP of sales got personally involved with every new product idea, he wouldn't have time for managing the sales force, daily sales and market trends.
- ☐ You can point her in the right direction.

**What wisdom is she lacking?**

She doesn't realize that upper management is more involved with strategy and the big picture than day-to-day operations.

**As manager, what could you do?**

1. Sit down with her and explain:

- ☐ Why the senior VP wasn't receptive
- ☐ The process for new product recommendations
- ☐ Why bringing her idea to you would have been a better approach
- ☐ What you would have done

2. Partner her with someone who has gone through the process firsthand.

3. With your guidance and support, allow her to follow the process to recommend the product again.



### **Action Steps**

**REFER** participants to page 18 in their Participant's Guide.

**Note:** If participants are already divided into four or eight groups, continue with the activity. If not, divide managers into four or eight groups, depending on your class size.

**ASSIGN** one to two action steps to each group. **DISTRIBUTE** two flip-chart pages for each action step assigned.

**EXPLAIN** that:

- ☐ Mr. Tulgan offers eight specific things managers can do to provide context, experience and wisdom.
- ☐ During this next activity, you will assign action steps for groups to discuss.
- ☐ On one flip-chart page, each group should write their assigned action step and why it's important.
- ☐ On the second flip chart, they should write an example of the action step that they could implement with one of their Gen Y employees.



### **Action Steps**

**SAY:**

*This is the most important part of this workshop. These action steps provide you with best practices you can immediately implement when you return to your team.*

**REFER** participants to page 18 in their Participant's Guide so they can take notes.

**ASK** each group to share their flip charts. **ASK** groups to post the pages after they present the information.

**Note:** An example is presented for each action step below to generate initial discussion, if necessary.

### **#1: Unbundle Complex Roles**

*Train one task or responsibility at a time. Teach them what they need to know to master that one task, and then move onto the next task.*

**Why is this important?**

*Because they want to be learning and growing constantly. They want to master new things at a quick rate but don't have the experience or context to quickly master complex roles.*

**What is an example?**

To teach an employee how to plan a large fundraising event, you might create a timeline of all the steps, in chronological order, that need to be completed and then guide him through each step.

## **#2: Step into a Parent Role**

You can't fight the overparenting phenomenon, so step into the void. Don't leave them alone. Guide them and teach them.

### **Why is this important?**

Generation Yers love relationships with grown-ups. They will flourish if you step into the parent role of teacher, supporter and coach that they have always known.

### **What is an example?**

You check in regularly every day with acknowledgment of their day's effort and work.

## **#3: Be a Highly Engaged Manager**

They want guidance, direction, support and coaching. They want you to be involved. Give them the gift of context. Break it down so they understand.

### **Why is this important?**

Gen Yers do not want to be left alone. They need to know you are watching and keeping score.

### **What is an example?**

Know what your employee is working on – what's going well and what's not – and talk about it with your employee every day.

## **#4: Encourage Learning Notebooks**

Provide a learning notebook. When they write down everything they've learned each day, they are more likely to utilize what they've learned. It also helps them understand what they've learned.

### **Why is this important?**

Writing down what they've learned reinforces the learning and changes it from a physical task to a knowledge task. Generation Y loves knowledge. They've grown up on immediate access to information. A learning notebook helps them create their own reference of knowledge.

### **What is an example?**

You could task your newest bank teller to put together a checklist of duties associated with closing the drive-up window.

### **#5: Take Them Seriously**

*Provide an ideas notebook. Every month or two, they can come to you and pitch their best idea. Take them with you to a meeting or another department so they can learn how things run at a higher level. Set up expectations beforehand about participation, and spend a couple minutes discussing the experience afterward.*

#### **Why is this important?**

*Gen Y employees want to prove themselves to you and everybody else. They want you to believe in them. An ideas notebook is one way to show them you are listening and take them seriously. It also gives them the opportunity to critique their own ideas and identify the best to share with you. Participation in meetings will help them understand the context of what your department does.*

#### **What is an example?**

*Allow them to jot down an idea as it comes to them. Then, provide five or 10 minutes at the end of the day to elaborate on their idea in their journal.*

### **#6: Teach Them Self-Management**

*Teach them to take notes and use checklists. Teach them the basics of following a plan.*

#### **Why is this important?**

*Because Generation Y was oversupervised, they didn't learn the basics of managing their own actions. Teaching them to take notes and make checklists is an easy way to teach the basics of personal accountability.*

#### **What is an example?**

*Have your employee create a personal checklist for morning work and self-check his or her progress before going to lunch. When you check in with the employee, you can talk about what he or she could have done differently, as well as what he or she needs to do before the end of the day.*

### **#7: Provide Structure and Boundaries and Keep Score**

*They thrive on structure and boundaries. Teach them the boundaries and structures. Teach them how you will follow up and keep score. Teach them how to be managed by you.*

#### **Why is this important?**

*If they know your expectations and why you have them, they will race to meet them. They want to succeed, and they want you to notice them succeeding.*

**What is an example?**

*Tell them what you expect to be completed by lunch and that you will check in then. Then do it.*

### **#8: Give Quid Pro Quo Rewards**

*"This for that" is a great way to drive the performance of Gen Yers. Tell them how to get what they want. Negotiate very small rewards for very small increments of performance for going the extra mile.*

**Why is this important?**

*Their world is fast-paced and transactional. They want to know what their efforts will get them. Quid pro quo thinking makes sense to them.*

**What is an example?**

*If your employee finishes receiving the shipment within the hour, when it usually takes two, then offer an added 15 minutes to the lunch hour or an earlier end to his or her shift.*

**ASK** for a show of hands:

**Who thinks doing these things is just going to take too much time in your already full day?**

**SAY:**

*If you're a hands-on manager already, most of these things won't take more time. They are just different approaches to managing this new generation. If you're not already a highly engaged manager, then yes, these things will take more time. But by implementing these best practices, you will alleviate the time you spend on problems that crop up when you mismanage this group of young workers. Your time will be spent helping these Gen Yers be successful instead of putting out the fires that will inevitably happen if you manage them the way you do everyone else.*

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*Generation Y is the most high-maintenance workforce in history.  
But they also have the potential to be the most high performing –  
if they are managed the right way.*

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## Managing My Gen Yers Action Plan

**REFER** managers to page 21 in their Participant's Guide. **TELL** them to think about what myths they need to overcome, referring to page 15 in their Participant's Guide, if necessary. **TELL** them to think about each of their Gen Y employees and in what ways each is lacking in experience, context and wisdom. **TELL** them to consider what action steps they could implement to help their Generation Y workers be more successful.

### **Sample Activity: Managing My Gen Yers Action Plan**

**Note:** The action plan is included here for your review and in case managers have questions.

#### **Part I**

Consider what myths you need to overcome. List them here. Refer to page 15, if necessary.

☐

☐

☐

☐

#### **Part II**

Think about each of your Gen Y employees and in what ways each is lacking in experience, context and wisdom. Consider what action steps you could implement to help them be more successful.

---

Employee:

What action step will you implement to help this employee be more successful?

How will you do it?

---

Employee:

What action step will you implement to help this employee be more successful?

How will you do it?

---

Employee:

What action step will you implement to help this employee be more successful?

How will you do it?

---

Employee:

What action step will you implement to help this employee be more successful?

How will you do it?

PREVIEW

## Wrap-up

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**SAY:**

*Generation Y employees are our next leaders. Embrace them and their potential, and realize the gift you can provide them by being the one to guide, teach, support and coach them.*

*Before we leave today, we're going to quickly recap the myths surrounding Generation Y employees and Mr. Tulgan's specific action steps to be the manager they need.*



### Summary

**ASK** groups to select a leader for this final activity.

**EXPLAIN:**

- ☐ They will have 30 seconds to complete this activity without using their Participant's Guide.
- ☐ When you say go, they should list as many of the nine myths and eight actions steps as they can remember.



### Summary

**ASK** groups to share their answers. Make sure all points are covered. Reward groups who came up with all points within 30 seconds.

### Myths

- ☐ Myth #1 – Gen Yers Want the Top Job on Day One
- ☐ Myth #2 – They Want the Work to Be Fun

- ☐ Myth #3 – They're Arrogant
- ☐ Myth #4 -- They Won't Do the Grunt Work
- ☐ Myth #5 – They Want to Be Left Alone
- ☐ Myth #6 – They're Disloyal
- ☐ Myth #7 – They Think Only Short-term
- ☐ Myth #8 – They Want to Learn Only from Computers
- ☐ Myth #9 – They Don't Respect Their Elders

### **Action Steps**

- ☐ #1: Unbundle Complex Tasks
- ☐ #2: Step into a Parent Role
- ☐ #3: Be a Highly Engaged Manager
- ☐ #4: Encourage Learning Notebooks
- ☐ #5: Take Them Seriously
- ☐ #6: Teach Them Self-Management
- ☐ #7: Provide Structure and Boundaries and Keep Score
- ☐ #8: Give Quid Pro Quo Rewards

### **Conclusion**

#### **SAY:**

*There's no question that managing in today's high-pressure, multigenerational workplace is more demanding than ever. The good news is that today you will leave here with ideas to immediately impact your team. By providing your Gen Y employees the context, experience and wisdom they need to be successful, you help your team be more successful too.*

*Your Gen Y employees are our next leaders. Embrace them and their potential, and realize the gift you can provide them by being the one to guide, teach, support and coach them. Good luck, and thanks for coming.*

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