Managing in a Multi-Generational Workplace

The Pennsylvania State University

Keller Building, Room 112

University Park, Pennsylvania

8:00 a.m. – 12:00 p.m.

*** Date ***

Developed by Angela L.M. Stopper
Workshop’s Target Audience

This training program has been designed to introduce managers to the concept of generational management, managing in a multi-generational workplace. There are currently four distinct and different generational cohorts in the workforce today, all of which define work differently and have different values, distinguishing characteristics, assets, and liabilities. Successful managers are familiar with how to manage members of each generation. This program is designed to help organizational managers and leaders, new and seasoned alike, better relate to, motivate, and manage members from each of the four generational cohorts.

Workshop Objectives

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

1. Define Generational Cohort Theory and discuss how it explains the differences between members of today’s workforce.

2. Use Generational Cohort Theory to describe what events have influenced the development of each of the generational cohorts in today’s workforce.

3. Define the four generational cohorts currently in today’s workforce and describe the main characteristics of members of each generational cohort.

4. Discuss management preferences of members of each generational cohort and strategies to capitalize on the differences that a multi-generational workforce has to offer.

5. Use the Generational Management Decision Tree to begin to formalize a plan that will help them successfully manage their multi-generational workforce.
Workshop Outline
- Managing in a Multi-Generational Workplace –

The Pennsylvania State University
Keller Building, Room 112
University Park, Pennsylvania

*** Date ***

7:45 – 8:00 a.m. Final Registration
8:00 – 8:15 a.m. Opening Module: Program Objectives and Group Introductions
8:15 – 9:15 a.m. Module One: Defining the Generational Cohorts
9:15 – 9:30 a.m. Break
9:30 – 10:30 a.m. Module Two: The Cohorts at Work
10:30 – 10:45 a.m. Break
10:45 – 11:45 a.m. Module Three: Managing Generational Diversity
11:45 a.m. – 12:00 p.m. Closing Module: Summary and Evaluation
Program Logistics Sheet

You will need the following items in order to complete this training program:

Training Room Set Up:

- You will need work table space and a chair for each participant. Do not set up the room theatre style. Instead, the room can be set up in pods, in a U or double-U seating pattern, or Chevron style.
- At the participants’ seats should be a copy of the course workbook, a pen, a notepad, and a name tent.
- If possible, have water pitchers and glasses / bottled water available for participants at their seats in the classroom.

AV / Classroom Equipment:

- To present this workshop, you will need a laptop and computer projector with a projection screen. A remote mouse (to advance the slides) will be helpful.
- You will need 4 flip chart stands with paper for module 1, and if you can keep them for the entire workshop, that will be best. If not, you will need 1 flip chart stand with paper for the remainder of the program.
- You will need flip chart markers. Bring your own (4 boxes of the 4-color set). Often markers left in training rooms are old. You want new, well-working markers.
- You will need tape to hang the flipchart papers around the room. Bring one or two rolls. I’ve found painters tape (the blue tape you can by at any store where paint is sold) works great. It does not leave marks and holds the paper very well.

Breakout Rooms Set Up:

- If you have the option of using breakout rooms, you can do so for the longer activities in the workshop. Have breakout rooms set up conference style (one conference table with chairs around the table). The number of rooms will be determined by the size of the group. For example, if you have 20 people, to break out into groups of 4 you’ll need 5 breakout rooms.
- If no breakout rooms are available, participants can be broken into groups at their seats in the training room. Seating participants in pods of 4-6 will make this work best, but the other seating arrangements listed above can be made to accommodate.

Break Food / Beverage:

- If possible, provide a light snack and beverages (coffee, soda, juice) for the two breaks built into the program’s schedule (9:15 and 10:30am).
Presenter’s Check List

- Participant’s workbooks
- Participant’s name tents (unless being made and provided on location)
- Pens – 1 for each participant (unless being made and provided on location)
- Notepads - 1 for each participant (unless being made and provided on location)
- Electronic version of all program slides
- Tape (blue painters tape recommended)
- Flip chart markers (4 boxes)
- Laptop, computer projector, projection screen – make sure they are being provided, if not, bring them.
- OPTIONAL: remote mouse (used to advance slides)

Flip Chart Check Sheet

- PA: “Veterans” Module 1: Activity 1
  “Baby Boomers”
  “Generation X”
  “Generation Next”

- Blank Sheets for Participant Use Module 2: Activities 1 and 2
- Blank Sheets for Participant Use Module 3: Activity 1, step 1 and Activity 2, step 2

Program Special Needs / Advanced Preparation

- Other than what is listed above, no advanced prep is necessary for this workshop
Managing in a Multi-Generational Workplace

Defining the Generational Cohorts
The Cohorts at Work
Managing Generational Diversity

There are currently four distinct and different generational cohorts in the workforce today, all of which define work differently and have different values, distinguishing characteristics, assets, and liabilities. Successful managers are familiar with how to manage members of each generation. This program is designed to help organizational managers and leaders, new and seasoned alike, better relate to, motivate, and manage members from each of the four generational cohorts.

Date: *** Date ***
Time: 8:00 a.m. – 12:00 p.m.
Location: Keller Building, Room 112, University Park, Pennsylvania

At the end of this workshop, you will be able to:

1. Define Generational Cohort Theory and discuss how it explains the differences between members of today’s workforce.
2. Use Generational Cohort Theory to describe what events have influenced the development of each of the generational cohorts in today’s workforce.
3. Define the four generational cohorts currently in today’s workforce and describe the main characteristics of members of each generational cohort.
4. Discuss management preferences of members of each generational cohort and strategies to capitalize on the differences that a multi-generational workforce has to offer.
5. Use the Generational Management Decision Tree to begin to formalize a plan that will help you successfully manage your multi-generational workforce.

Give us four hours, and we’ll give you the TOOLS that you will need to be a SUCCESSFUL LEADER in today’s generationally diverse workplace!
Managing in a Multi-Generational Workplace

Opening Module:
Group Introductions and Program Objectives

The Pennsylvania State University
Keller Building, Room 112
University Park, Pennsylvania
8:00 a.m. – 12:00 p.m.
*** Date ***

Developed by Angela L.M. Stopper

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Workshop Outline  
- Managing in a Multi-Generational Workplace –

The Pennsylvania State University  
Keller Building, Room 112  
University Park, Pennsylvania

*** Date ***

<table>
<thead>
<tr>
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</tr>
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<td>8:15 – 9:15 a.m.</td>
<td>Module One: Defining the Generational Cohorts</td>
</tr>
<tr>
<td>9:15 – 9:30 a.m.</td>
<td>Break</td>
</tr>
<tr>
<td>9:30 – 10:30 a.m.</td>
<td>Module Two: The Cohorts at Work</td>
</tr>
<tr>
<td>10:30 – 10:45 a.m.</td>
<td>Break</td>
</tr>
<tr>
<td>10:45 – 11:45 a.m.</td>
<td>Module Three: Managing Generational Diversity</td>
</tr>
<tr>
<td>11:45 a.m. – 12:00 p.m.</td>
<td>Closing Module: Summary and Evaluation</td>
</tr>
</tbody>
</table>
Objectives of the Opening Module

At the end of the Opening Module: Group Introductions and Program Objectives, participants will:

1. Have been introduced to all other participants and the workshop facilitator.

2. Know what to expect from the entire workshop.
### Instructor’s Outline

**Opening Module: Group Introductions and Program Objectives (15 minutes)**

**Audio Visual Needs:** Laptop and computer projector  
**Classroom Needs:** n/a

<table>
<thead>
<tr>
<th>Time</th>
<th>Slides/Activity</th>
<th>Note/Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 a.m.</td>
<td>Slide 1: Opening slide</td>
<td><strong>Note:</strong> Not for discussion, simply a way to introduce the workshop topic. Have this slide on the screen while people are entering the room and getting ready to start.</td>
</tr>
<tr>
<td></td>
<td>Slides 2: Workshop schedule</td>
<td><strong>Point:</strong> Use to help describe the flow of the workshop and what topics will be covered. Read the information and let participants know breaks are built into the schedule. Remind people to wait until breaks to use cell phones and the restroom, if possible. It’s now appropriate to ask participants to turn their cell phones to silent.</td>
</tr>
<tr>
<td></td>
<td>Slide 3: Workshop objectives</td>
<td><strong>Point:</strong> Use to discuss what the participants can expect to learn in the next 4 hours.</td>
</tr>
<tr>
<td></td>
<td>Slide 4: Bio slide</td>
<td><strong>Point:</strong> Show this slide while briefly introducing yourself and establishing your credibility on the topic. Discuss your credentials and how/why you are an appropriate person to be leading today’s discussion. Note that your contact information is listed on the slide. Remind participants that you’ll be available to them after the session has ended if they have additional questions.</td>
</tr>
<tr>
<td>8:05 a.m.</td>
<td>Slides 5: Participant introductions</td>
<td><strong>Point:</strong> It is now time for the participants to get to know one another. Ask participants to stand up and introduce themselves using the questions listed on slide 5. Note that this workshop is a discussion more than a lecture, so a lot of the information that participants receive will be learning from one another. It’s important that they network and share information as a major part of the learning. This slide also allows for a ice breaker activity, asking the age range of workers in the participants’ organization. You will hear of organizations where everyone is in their 40s, and also hear of organizations where the founder is still involved at 90. If you are working with a group from the same company, you can ask about age ranges within the participants’ department so you can also get some fun comparisons.</td>
</tr>
</tbody>
</table>
Managing in a Multi-Generational Workplace

Module One: Defining the Generational Cohorts

The Pennsylvania State University
Keller Building, Room 112
University Park, Pennsylvania
8:00 a.m. – 12:00 p.m.

*** Date ***

Developed by Angela L.M. Stopper
Workshop Outline

- Managing in a Multi-Generational Workplace –

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</tr>
<tr>
<td>9:15 – 9:30 a.m.</td>
<td>Break</td>
</tr>
<tr>
<td>9:30 – 10:30 a.m.</td>
<td>Module Two: The Cohorts at Work</td>
</tr>
<tr>
<td>10:30 – 10:45 a.m.</td>
<td>Break</td>
</tr>
<tr>
<td>10:45 – 11:45 a.m.</td>
<td>Module Three: Managing Generational Diversity</td>
</tr>
<tr>
<td>11:45 a.m. – 12:00 p.m.</td>
<td>Closing Module: Summary and Evaluation</td>
</tr>
</tbody>
</table>
Objectives of Module One

At the end of Module One: Defining the Generational Cohorts, participants will be able to:

1. Define Generational Cohort Theory and discuss how it explains the differences between members of today’s workforce.

2. Use Generational Cohort Theory to describe what events have influenced the development of each of the generational cohorts in today’s workforce.

3. Define the four generational cohorts currently in today’s workforce.

4. Describe the main differentiating factors between members of each generational cohort.
Background

This training program has been designed to introduce managers to the concept of generational management, managing in a multi-generational workplace. There are currently four distinct and different generational cohorts in the workforce today, all of which define work differently and have different values, distinguishing characteristics, assets, and liabilities. Successful managers are familiar with how to manage members of each generation. This program is designed to help organizational leaders, new and seasoned alike, better relate to, motivate, and manage members from each of the four generational cohorts.

In module one, Defining the Generational Cohorts, we will introduce Generational Cohort Theory and describe how it is used to differentiate members of today’s workforce using interactive lecture. The four generational cohorts currently in today’s workforce will be defined, the influencing events of each will be discussed, and the core values and distinguishing characteristics of each will be introduced.
# Instructor’s Outline

## Module One: Defining the Generational Cohorts (1 hour)

**Audio Visual Needs:** Laptop and computer projector

**Classroom Needs:** 4 flip chart stands with paper, the ability to attach flip chart paper to the classroom walls (self-stick paper, push pins or tape), markers – at least 5

<table>
<thead>
<tr>
<th>Time</th>
<th>Slide</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15 a.m.</td>
<td>Slide 1: Opening slide</td>
<td><strong>Note:</strong> Not for discussion, simply a way to distinguish you are finished with the opening and moving into program content.</td>
</tr>
<tr>
<td></td>
<td>Slides 2: Bio slide</td>
<td><strong>Note:</strong> Not for discussion. Instead, refer to this as your contact information and remind participants that they can contact you at a later date if desired. If you are presenting the entire module in one day, you may remove slide 2 since it was covered in the opening.</td>
</tr>
<tr>
<td></td>
<td>Slide 3: Module 1 overview</td>
<td><strong>Points:</strong> Use to introduce the topics to be discussed in module 1. This is the “agenda” for your one-hour module.</td>
</tr>
<tr>
<td>8:16 a.m.</td>
<td>Slide 4: Generational cohort theory</td>
<td><strong>Points:</strong> This slide will be use to introduce Generational Cohort Theory. Read the definition (bullet point one) and then describe the six items listed in bullet point two. <strong>Source:</strong> Sessa, Kabacoff, Deal, &amp; Brown (2007)</td>
</tr>
<tr>
<td></td>
<td>Slide 5: Generational cohort theory</td>
<td><strong>Points:</strong> This slide is used to clarify the theory by giving one example of each of the six items mentioned in slide 3. <strong>Source:</strong> Sessa, Kabacoff, Deal, &amp; Brown (2007)</td>
</tr>
<tr>
<td></td>
<td>Slide 6: Cohorts in today’s workplace</td>
<td><strong>Points:</strong> This slide lists the cohort classifications of workers in today’s workforce by birth year. Tell participants what each cohort is named and when they were born. Note that different sources call the cohorts by different names and have slightly different start / end years, but that this is the information that you’ve chosen to use in your research. If participants are use to calling cohorts by different names, that’s acceptable. Examples of other names that have been used to describe these cohorts include: Veterans: Traditionalist, The Silent Generation Generation Next: Generation Y, Millennials <strong>Source:</strong> Arsenault (2004)</td>
</tr>
<tr>
<td>8:20 a.m.</td>
<td>Slide 7: Generational cohort theory activity</td>
<td><strong>Point of the Activity:</strong> This activity is designed to help participants fully understand Generational Cohort Theory. Participants will be asked to think about events that occurred during the upbringing of individual cohort members and what kind of personality traits those events may have influenced. The intended outcome of this activity is to get participants to start to build the generational cohort profiles without hearing the research and what is generally stated to be true for each cohort.</td>
</tr>
</tbody>
</table>
In the debrief, be sure to mention that we will now compare the participants’ initial thoughts to what researchers have discovered.

**Special Instruction:** Hand out the note taking pages for activity 1. Mention that one example has been given for each cohort to get participants started. Allow participants to work individually, and then pair them with one other person. You’ll then ask groups for examples for each cohort, recording the examples on a flip chart. Allow time for full group discussion.

**Source:** This activity was developed by the module’s author, Angela L.M. Stopper

<table>
<thead>
<tr>
<th>8:35 a.m.</th>
<th>Slides 8-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sources for slides 7-14:</td>
<td>Bernstein, L., Alexander, D., &amp; Alexander, A. (n.d.)</td>
</tr>
</tbody>
</table>

**Slide 8: Veterans**

**Point:** This slide is used to introduce the next content area of the module, specifically looking at each cohort and what research has said are their main characteristics.

Remind participants of the cohort’s name and years of member’s birth, “Members of the Veteran cohort were born between 1922 and 1943.”

The second line on this slide is a general sentence describing the cohort. Tell participants these are your words and that after the program, they will be able to write their own sentence that may differ slightly from what you have written.

**Slide 9: Veterans**

**Point:** This slide describes the influencing events, core values, distinguishing characteristic and often-heard stereotype about the Veteran cohort. Read the lists and make reference to similarities on the lists that participants have generated in activity 1.

Make sure you note the reason we list stereotype on this slide with the following discussion:

> Often, when we are faced with a challenging situation, we go to the “bad behavior” that the other individual is exhibiting. These are stereotypes. I’ve listed the stereotypes here on this slide to discourage that kind of language. Instead of thinking of a veteran as old fashioned, please make sure you describe their behavior as traditional. This puts a much more positive spin on the behavior and will help you to be more successful when dealing with generational diversity.

Do not make fun if the participants’ lists include stereotypes; this is often a part of human nature. Instead, remind participants to keep their stereotypes in check when managing generational diversity.
<table>
<thead>
<tr>
<th>Slide 10: Baby Boomers</th>
<th><strong>Point:</strong> Remind participants of the cohort’s name and years of member’s birth, “Members of the Baby Boomer cohort were born between 1944 and 1960.” Again, the second line on this slide is a general sentence describing the cohort. Remind participants these are your words and that after the program, they will be able to write their own sentence that may differ slightly from what you have written.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slide 11: Baby Boomers</td>
<td><strong>Point:</strong> This slide describes the influencing events, core values, distinguishing characteristic and often-heard stereotype about the Baby Boomer cohort. Read the lists and make reference to similarities on the lists that participants have generated in activity 1. Again, stereotypes are listed to bring to light some of the negative ideas individuals have expressed about this cohort. Do not make fun if the participants’ lists include stereotypes; this is often a part of human nature. Instead, remind participants to keep their stereotypes in check when managing generational diversity. Allow time for discussion and clarification on items that participants are having trouble understanding or those with which they take issue.</td>
</tr>
<tr>
<td>Slide 12: Gen X</td>
<td><strong>Point:</strong> Remind participants of the cohort’s name and years of member’s birth, “Members of the Generation X cohort were born between 1961 and 1980.” Again, the second line on this slide is a general sentence describing the cohort. Remind participants these are your words and that after the program, they will be able to write their own sentence that may differ slightly from what you have written.</td>
</tr>
<tr>
<td>Slide 13: Gen X</td>
<td><strong>Point:</strong> This slide describes the influencing events, core values, distinguishing characteristic and often-heard stereotype about the Generation X cohort. Read the lists and make reference to similarities on the lists that participants have generated in activity 1. Again, stereotypes are listed to bring to light some of the negative ideas individuals have expressed about this cohort. Do not make fun if the participants’ lists include stereotypes; this is often a part of human nature. Instead, remind participants to keep their stereotypes in check when managing generational diversity. Allow time for discussion and clarification on items that participants are having trouble understanding or those with which they take issue.</td>
</tr>
</tbody>
</table>
| Slide 14: Nexters | Point: Remind participants of the cohort’s name and years of member’s birth, “Members of the Generation Next, Nexter, cohort were born starting in 1981.”
Again, the second line on this slide is a general sentence describing the cohort. Remind participants these are your words and that after the program, they will be able to write their own sentence that may differ slightly from what you have written. |
| Slide 15: Nexters | Point: This slide describes the influencing events, core values, distinguishing characteristic and often-heard stereotype about the Nexter cohort. Read the lists and make reference to similarities on the lists that participants have generated in activity 1.
Again, stereotypes are listed to bring to light some of the negative ideas individuals have expressed about this cohort. Do not make fun if the participants’ lists include stereotypes; this is often a part of human nature. Instead, remind participants to keep their stereotypes in check when managing generational diversity.
Allow time for discussion and clarification on items that participants are having trouble understanding or those with which they take issue. |
| 8:55 a.m. Slide 16: College student narcissism levels | Point: This study is included in this module to bring to light another generation gap that has been noted by researchers over the last 30 years, the increase in graduating college students’ narcissism levels. It is thought that this gap will cause great change in the workplace of tomorrow.
Read through the definition of narcissism and discuss the findings of this study as listed on the slide.
Source: Twenge, J., Konrath, S, Foster, J., Campbell, W. K., & Bushman, B. (2008). |
| Slide 17: Introducing the narcissism activity | Point: Ask participants to think about the four questions on slide 17 while reading over the narcissism handout discussing how companies are currently dealing with newly graduated workers.
Special Instruction: Hand out the “Narcissism in the Workplace” handout. |
| 9:00 a.m. Slide 18: The narcissism activity | Point of the Activity: This activity is designed to help participants think about what implications the increase in narcissism levels of today’s new worker could have on their workforce. By thinking about the implications, managers can be ready for, and begin to prepare for, issues before they are felt in the workplace.
In the debrief, pay special attention to question 4. Be sure to not let this turn into a dooms-day discussion about how bad we are going to have it when “these kids” reach the workforce. Concentrate on what we, as manager, can do to mentor and develop our new works while keeping what |
we’ve learned in mind.  
**Special Instruction:** Hand out the “Narcissim in the Workplace” handout. Allow time for participants to read the handout, asking them to think about the questions on slide 18. Ask participants to work with the person sitting beside them and discuss the questions, paying special attention to question 4. After 5 minutes, ask one member from each group to discuss their ideas of things that we, as managers, can do to prevent issues caused by the increase in narcissism (their answers to question 4). Allow time for full group discussion.  
**Source:** This activity was developed by the module’s author, Angela L.M. Stopper

| 9:15 a.m. | Handout 2: How to praise without overdoing. | After the activity has concluded, hand out the “How to Praise without Overdoing” handout to give groups more ideas of how to encourage new workers to be productive employees.  
**Source:** Zaslow, J. (2007, April 20) |
Activities Direction Sheet

Activity 1
Generational Cohort Theory Activity
(Source: This activity was developed by the module’s author, Angela L.M. Stopper)

Purpose: This activity is designed to help participants fully understand Generational Cohort Theory by asking them to come up with personality traits of members of each cohort before hearing any of the research on the topic. By using knowledge each already has about history, they will build a list of events that happened during the lives of each of the cohorts. They will then use logic to figure out what kinds of personality traits those events could have caused.

Directions: “Now that you know the birth years of each of the cohorts, I’d like to ask you to think about what events happened to members of each and what personality characteristics these events may have caused. Individually, take a few minutes to write down some of the events you feel would have influenced each cohort and what personality trait that event would have caused on this handout. You’ll note that I’ve started off each cohort with an event and trait, just to get you started.”

Set-up: Hand out the note taking pages for activity 1. Wait 3 minutes to allow individuals time to work alone.

Directions: “Now that you’ve had a few minutes to think about this on your own, turn to the person beside you and discuss what you’ve written, coming up with a combined list. I’ll give you a few minutes to discuss.”

Set-up: Wait 4 minutes. While you are waiting, line up the 4 flip charts. Write one cohort name at the top of each paper (you’ll have one flip chart that says “Veterans,” one that says “Baby Boomers,” etc.). After 4 minutes, call the group back together and ask for examples that they’ve come up with, recording the examples on the proper flip chart. Allow time for full group discussion.

Total Activity Time: 15 minutes

Briefing: The intended outcome of this activity is to get participants to start to build the generational cohort profiles without hearing the research and what is generally stated to be true for each cohort. In the debrief, be sure to mention that we will now compare their initial thoughts to what researchers have discovered.
Activity 2
The Narcissism Activity
(Source: This activity was developed by the module’s author, Angela L.M. Stopper)

Purpose: This activity is designed to help participants think about what implications the increase in narcissism levels of today’s new worker could have on their workforce. By thinking about the implications, managers can be ready for, and begin to prepare for, issues before they are felt in the workplace.

Directions: “I’m going to hand out some examples of how organizations are dealing with new workers. Please take a minute to read the examples.”

Set-up: Give a copy of handout 2, Narcissism in the Workplace, to each participant.

“Now, let’s take a few minutes to think about your own organizations. At your table, discuss the 4 questions on slide 18. I’d suggest quickly discussing the first three questions and focusing most of your time and attention on question 4. Take notes on your discussion, I’ll ask you to share your best 3-5 ideas of what we, as managers, can do to prevent issues caused by this increase in narcissism when we’re finished.”

Set-up: Have participants work with the person sitting beside them. Ask them to discuss the following questions (questions 1–4 on slide 18):

1. Will this increase in narcissism affect new workers’ ability and willingness to adapt for the good of the group?
2. Will increased narcissism make new workers harder to please?
3. What additional business ramifications can you see coming from this increase in narcissism?
4. What can we, as managers, do to prevent issues caused by the increase in narcissism levels?

After 5 minutes, ask one member from each group to discuss their ideas of things that we, as managers, can do to prevent issues caused by the increase in narcissism (their answers to question 4). Allow time for full group discussion.

Total Activity Time: 15 minutes

Briefing: In the debrief, be sure to not let this turn into a dooms-day discussion about how bad we are going to have it when “these kids” reach the workforce. Concentrate on what we, as manager, can do to mentor and develop our new works using the new knowledge that we’ve learned thus far.
Handouts

The three handouts necessary to complete this module follow.

- **Note taking pages for activity 1**
  - This is a 4 page handout (heading are purple in color). Please print on three hole-punched paper so the notes can be added to the participants’ program notebook.
  - Print front and back, stapling the two pages together.
  - This handout will be given to participants at slide 7 of module 1.
  - *Source:* this handout has been developed by the workshop author, Angela L.M. Stopper

- **Narcissism in the Workplace**
  - This information is from a Wall Street Journal article about how employers are dealing with new workers from the Generation Next cohort. In it, the author provides examples of what lengths employers feel they need to go to in order to keep members of this cohort satisfied.
  - This is a two page handout, print front and back so only one piece of paper is needed for each copy.
  - This handout will be given to participants at slide 17 of module 1.

- **How to Praise Without Overdoing**
  - This information is from the same Wall Street Journal.
  - This handout will be given to participants at the end of the module as future reading for managers learning how to manage Generation Next.
### Veterans
1922 – 1943

<table>
<thead>
<tr>
<th>Event</th>
<th>Personality Trait(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Great Depression</td>
<td>willingness to sacrifice</td>
</tr>
</tbody>
</table>

[Table continues with empty rows]
### Baby Boomers
1944 – 1960

<table>
<thead>
<tr>
<th>Event</th>
<th>Personality Trait(s)</th>
</tr>
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<tbody>
<tr>
<td>Woodstock</td>
<td>idealistic</td>
</tr>
</tbody>
</table>
## Generation X
1961 – 1980

<table>
<thead>
<tr>
<th>Event</th>
<th>Personality Trait(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latch-key kids</td>
<td>Self-reliance</td>
</tr>
</tbody>
</table>

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### Generation Next
1981 – present

<table>
<thead>
<tr>
<th>Event</th>
<th>Personality Trait(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>expansion of technology</td>
<td>cyber-literate</td>
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</table>
Narcissism in the Workplace

Please take a minute to read the following examples of the lengths to which employers are going in order to keep new workers satisfied.

• Lands' End and Bank of America are hiring consultants to teach managers how to compliment employees using email, prize packages and public displays of appreciation.

• The 1,000-employee Scooter Store Inc., a power-wheelchair and scooter firm in New Braunfels, Texas, has a staff "celebrations assistant" whose job it is to throw confetti -- 25 pounds a week -- at employees. She also passes out 100 to 500 celebratory helium balloons a week.

• The Container Store Inc. estimates that 1 of its 4,000 employees receives praise every 20 seconds, through such efforts as its "Celebration Voice Mailboxes".

• Since 2004, the 4,100-employee Bronson Healthcare Group in Kalamazoo, Michigan, has required all of its managers to write at least 48 thank-you or praise notes to those they manage every year.

• Universal Studios Orlando, with 13,000 employees, has a program in which managers give out "Applause Notes," praising employees for work well done. Universal workers can also give each other peer-to-peer "S.A.Y. It!" cards, which stand for "Someone Appreciates You!" The notes are redeemed for free movie tickets or other gifts.

• Bank of America has several formal rewards programs for its 200,000 employees, allowing those who receive praise to select from 2,000 gifts. "We also encourage managers to start every meeting with informal recognition," says Kevin Cronin, senior vice president of recognition and rewards. When new employees are hired, managers are instructed to get a sense of how they like to be praised. "Some prefer it in public, some like it one-on-one in an office," says Mr. Cronin.
• Employee-retention consultant Mark Holmes encourages employers to give away baseball bats with engravings ("Thanks for a home-run job") or to write notes to employees' kids ("Thanks for letting dad work here. He's terrific!")

• Bob Nelson, billed as "the Guru of Thank You," counsels 80 to 100 companies a year on praise issues. He has done presentations for managers of companies such as Walt Disney Co. and Hallmark Cards Inc., explaining how different generations have different expectations. As he sees it, those over age 60 tend to like formal awards, presented publicly. But they're more laid back about needing praise, and more apt to say: "Yes, I get recognition every week. It's called a paycheck." Baby boomers, Mr. Nelson finds, often prefer being praised with more self-indulgent treats such as free massages for women and high-tech gadgets for men. Workers under 40, he says, require far more stroking. They often like "trendy, name-brand merchandise" as rewards, but they also want near-constant feedback. "It's not enough to give praise only when they're exceptional, because for years they've been getting praise just for showing up," he says. Mr. Nelson advises bosses: If a young worker has been chronically late for work and then starts arriving on time, commend him. "You need to recognize improvement. That might seem silly to older generations, but today, you have to do these things to get the performances you want," he says.
How to Praise Without Overdoing
THE ART OF CONSTRUCTIVE COMPLIMENTS

Below are some guidelines from researchers, educators and corporate consultants on how to praise properly without overdoing it.

**Limit the adjectives:** Telling a student, employee or mate that they're "wonderful" might help them feel good temporarily, but such evaluative praise can give them an inflated sense of themselves while offering no direction, says Chick Moorman, a former teacher who travels the country teaching verbal skills to educators. Instead, use descriptive praise. Rather than telling an underling he's a genius, a boss might say: "Everyone was listening so attentively when you gave your report. And the statistics you found really drove home your point."

**Don't overdo email:** Email makes it easy to send quick praise -- and one grateful sentence, artfully composed, can leave an employee flying for a week. But sending "mass praise" to a hundred underlings is the corporate equivalent of Soccer Trophy Syndrome: If everyone gets a pat on the back, no one feels special. Eye-to-eye praise is often the most effective and appreciated.

**Monitor your motivations:** When you praise your offspring -- whether a young child or an adult child -- a part of you is really horning in on his accomplishments, said the late education-reform proponent John Holt. "Is not most adult praise of children a kind of self-praise?" he asked.

Also, be careful about praising an adult child to satisfy your own ulterior motives. Po Bronson interviewed 1,000 people about their occupations for his book "What Should I Do With My Life?" Many told him that their parents had used praise to steer them into occupations: "You're so smart, you'd be a great doctor." "You have such charisma, you should be a politician." Advises Mr. Bronson: "Don't use praise as a tool of manipulation."

**Don't believe the hype:** The Internet allows you to post, and receive comments on, your writings, photos, artwork and opinions. You can't always trust the criticism, of course, but you also shouldn't fall for the praise. On professional and amateur photography sites, people laud each other's work all day long, says Dennis Dunleavy, a professor of communications at Southern Oregon University. Years ago, "photographers rarely got any feedback. Now there's all this praise that pumps us up. And if there are negative comments, people ignore them." Prof. Dunleavy runs "The Big Picture," an influential photo blog, and says photographers have complained to him that the culture of praise makes it harder for them to get a non-hyped sense of their work.

**Sometimes, you have no choice:** If underlings seem to require a lot of praise, "we can ignore that and have them be disgruntled, or we can praise them," says corporate consultant Bob Nelson, the author of "1001 Ways to Reward Employees." "What's the big deal? By encouraging and praising them, you'll get more out of them." He advises: Give praise as soon, as sincerely, as specifically, as personally, as positively, and as proactively as possible.

Source:
Annotated Bibliography


In this 2004 study, the researcher defines four non-overlapping generational cohorts allowing easy classification of today’s worker into one of the four groups. He also defines a significant difference between the two older generational cohorts and the two younger generational cohorts concerning leadership and what values make a good leader and discusses similarities between the Baby Boomer and Generation X groups and the Generation X and Generation Next groups.


This booklet gives deeper insight to the individual characteristics of members of each of the generational cohorts by mapping the gaps between each generation and briefly discussing how to leverage those gaps. It ends with a brief case study on bridging generational gaps.


In this 2000 article, the author discusses traits of each of the four generational cohorts and what historical influences each cohort has faced, making them who they are today. She goes on to discuss guidelines that should be considered when developing learning activities for members of each cohort.


In this 2007 study of 447 subjects, the researchers use generational cohort theory to define and describe the differences that managers are seeing in workers in today organizations regarding their feelings on the most important characteristics of managers. They also describe characteristics of each cohort. Through their study, they show that generational cohorts’ differences actually have any impact in the workplace and contend that the leadership and management styles of the different generational cohorts differ enough to cause conflict.

Twenge, J., Konrath, S, Foster, J., Campbell, W. K., & Bushman, B. (2008). Egos inflating over time: A cross-temporal meta-analysis of the narcissistic personality inventory. *Journal of Personality*, August, 76(4), 875-901.

This 2008 study is a continuation of a study that has been preformed over an almost 30-year period. In that time (1979 – 2006), researchers have measured the narcissism levels of a total of 16,475 college students. They have found a sharp rise in narcissism over that period.


Jeffrey Zaslow deepens our understanding of the work discussed in the Twenge study mentioned earlier in this bibliography by exploring what the raised narcissism levels of Generation Next will mean to individual employers and managers.

In this much-sited 1999 article, the group explores the four generational cohorts in today’s workforce and discusses training tips for those that have this mix of individuals in their training session. They discuss the basic traits of each of the generational cohorts and give tips directed at helping managers and trainer satisfy the learning needs of each individual in a development capacity.


In this book, the authors discuss the four generations currently in the workplace, how to manage and motivate members of each generation, and strategies that should be used for recruiting and mentoring each.
Related Readings: This is not only an issue in the United States


In this 2006 study, researchers look at how the changing demographics of the Canadian worker will affect Canadian industry in the future. Much like research that has been compiled for workers in the United States, this research shows specific differences between the generational cohorts, paying specific attention to Generation Next. This article is a great description of Canadian workers, showing that generational management is not only an issue for managers in the United States.


In this 2008 Australian study, researchers investigated how members of the different generational cohorts deal with soft knowledge situation and the differences in expectations among Baby Boomers, Generation X, and Generation Next. This research continues to show that generational differences are universal, not just an issue faced by companies in the United States.


In this 2005 study, the researchers aimed to confirm that Taiwan’s workers saw the same generation-gap differences that have been seen in the western world. Much like in the Western world, they found specific differences between Baby Boomers and Generation Xers regarding their attitude towards work, work expectations, and work values when looking at groups in the manufacturing industry.
Participant Feedback
- Managing in a Multi-Generational Workplace –
Module 1: Defining the Generational Cohorts

Feedback provides valuable information to workshop facilitators. Your opinions are valuable to us and will be used to improve subsequent offerings of this session. All responses are anonymous.

Objectives of Module One: Defining the Generational Cohorts

1. To define Generational Cohort Theory and discuss how it explains the differences between members of today’s workforce.
2. Use Generational Cohort Theory to describe what events have influenced the development of each of the generational cohorts in today’s workforce.
3. To define the four generational cohorts currently in today’s workforce.
4. To describe the main differentiating factors between members of each generational cohort.

The Program

<table>
<thead>
<tr>
<th>The Program</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree or disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
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<tr>
<td>1. Stated module objectives (see above) were met</td>
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<td>2. Content was well organized and easy to follow</td>
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<td>3. Appropriate level of detail was provided</td>
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<td>4. Audiovisual aids and handouts were suitable</td>
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<td>5. Activities and discussions were appropriate</td>
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<td>6. The material covered is useful to me</td>
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</table>

The Presenter

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<th>Disagree</th>
<th>Neither agree or disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
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<tbody>
<tr>
<td>1. Demonstrated knowledge of the material</td>
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<td>2. Was adequately prepared</td>
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<td>3. Provided relevant demonstrations and/or examples</td>
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<tr>
<td>4. Addressed participants’ questions and concerns</td>
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<td>5. Created a climate that facilitated the learning</td>
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</table>

Please continue to page 2
Please take a few more minutes to answer the questions below. This is an opportunity for you to provide more detailed feedback about the training module. Your comments are appreciated.

1. What was the most useful element of this module?

2. How could the content or design of this module be changed or improved?

3. What additional comments or suggestions about any aspect of the program and/or the presenter do you have?

Thank you for your comments. Please return this form before you leave.
Managing in a Multi-Generational Workplace

Module Two:
The Cohorts at Work

The Pennsylvania State University
Keller Building, Room 112
University Park, Pennsylvania
8:00 a.m. – 12:00 p.m.

*** Date ***

Developed by Angela L.M. Stopper
Workshop Outline
- Managing in a Multi-Generational Workplace –

The Pennsylvania State University
Keller Building, Room 112
University Park, Pennsylvania

*** Date ***

7:45 – 8:00 a.m. Final Registration
8:00 – 8:15 a.m. Opening Module: Program Objectives and Group Introductions
8:15 – 9:15 a.m. Module One: Defining the Generational Cohorts
9:15 – 9:30 a.m. Break
9:30 – 10:30 a.m. Module Two: The Cohorts at Work
10:30 – 10:45 a.m. Break
10:45 – 11:45 a.m. Module Three: Managing Generational Diversity
11:45 a.m. – 12:00 p.m. Closing Module: Summary and Evaluation
Objectives of Module Two

At the end of Module Two: The Cohorts at Work, participants will deepen the knowledge that they learned in module one and will:

1. Gain awareness of how generational cohort differences manifest in the work behaviors of individual team members.

2. Develop techniques to effectively manage a team consisting of members from numerous generational cohorts.
Background

This training program has been designed to introduce managers to the concept of generational management, managing in a multi-generational workplace. There are currently four distinct and different generational cohorts in the workforce today, all of which define work differently and have different values, distinguishing characteristics, assets, and liabilities. Successful managers are familiar with how to manage members of each generation. This program is designed to help organizational leaders, new and seasoned alike, better relate to, motivate, and manage members from each of the four generational cohorts.

Now that the four generational cohorts have been defined and their basic traits introduced in module one, we will move to module two: The Cohorts at Work. In module two, we will discuss specifically how the generational differences in members of your team can manifest in the workplace. We will look at generational definition of work, on the job assets, on the job liabilities, and preferences. We will then discuss how one can effectively manage a team consisting of members from numerous generational cohorts by looking specifically at the different organizational implications that are created by generational diversity. We will make and share a basic action plan of what we, as managers, can use to improve generational diversity in our organization.
## Instructor’s Outline

**Module Two: The Cohorts at Work (1 hour)**

**Audio Visual Needs:** Laptop and computer projector

**Classroom Needs:** 1 flip chart stand with paper, the ability to attach flip chart paper to the classroom walls (self-stick paper, push pins or tape), markers – at least 10

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Notes/Points</th>
<th>Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30 a.m.</td>
<td>Slide 1: Opening slide</td>
<td><strong>Note:</strong> Not for discussion, simply a way to distinguish you are finished with module 1 and moving to module 2.</td>
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<td></td>
<td>Slides 2: Bio slide</td>
<td><strong>Note:</strong> Not for discussion. Instead, refer to this as your contact information and remind participants that they can contact you at a later date if desired. If you are presenting the entire module in one day, you may remove slide 2 since it was covered in the opening.</td>
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<tr>
<td>9:31 a.m.</td>
<td>Slide 3: Module 1 review</td>
<td><strong>Points:</strong> Use to briefly remind participants what was discussed in module 1</td>
<td></td>
</tr>
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<td></td>
<td>Slide 4: Module 2 overview</td>
<td><strong>Points:</strong> Use to introduce the topics to be discussed in module 2. This is the “agenda” for your one-hour module.</td>
<td></td>
</tr>
<tr>
<td>9:35 a.m.</td>
<td>Slide 5: What is work?</td>
<td><strong>Points:</strong> This slide lists the cohort definitions of work. Read the lists to participants making sure not to sound as if you’re making a judgment about any group. No one definition is correct, this is simply what research has told us about each cohort.</td>
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<td></td>
<td>Slide 6: On the job assets</td>
<td><strong>Points:</strong> This slide lists the on the job assets of members from each cohort. Read the lists to participants making sure not to sound as if you’re making a judgment about any group. No asset is better than any other, this is simply what research has told us about each cohort.</td>
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<tr>
<td></td>
<td>Slide 7: On the job liabilities</td>
<td><strong>Points:</strong> This slide lists the on the job liabilities of members from each cohort. Read the lists to participants making sure not to sound as if you’re making a judgment about any group. No liability is worse than any other, this is simply what research has told us about each cohort.</td>
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</tr>
<tr>
<td>9:40 a.m.</td>
<td>Slides 8 - 10: Assets/liabilities activity</td>
<td><strong>Point of the Activity:</strong> This activity is designed to help participants continue to compare and contrast the attitudes and preferences of the cohorts. The intended outcome of this activity is to get participants to start to build a “management tool belt” that will allow them to better manage members from each cohort. In the debrief, be sure to mention that no one asset / liability is “better” or “worse” than another, and no one cohort is “better” or “worse” than another. Each group is different, and if we manage them correctly, all can be</td>
<td>Bernstein, L., Alexander, D., &amp; Alexander, A. (n.d.) Oblinger, D. (2003) Zemke, R., Raines, C., &amp; Filipczak, B. (1999)</td>
</tr>
</tbody>
</table>
Successful.

**Special Instruction:** Break participants into smaller groups (3-4 per group). Tell participants that ¼ of the class will concentrate on questions 1A and 1B, ¼ will concentrate on 2A and 2B, ¼ will concentrate on 3A and 3B, and the remaining will concentrate on 4A and 4B. Ask participants to record their answers to their assigned questions on a flip chart page provided by you. Once all pages are posted around the room, hand out the note-taking page for activity 1 so the entire class can capture the ideas provided on the flipcharts. Ask one member from each group to discuss their flipchart page allowing time for group discussion.

**Source:** This activity was developed by the module’s author, Angela L.M. Stopper

<table>
<thead>
<tr>
<th>9:52 a.m.</th>
<th>Slide 11: Work / job preferences</th>
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<tbody>
<tr>
<td><strong>Points:</strong> This slide lists some of the work and job preferences of members from each cohort. Read the lists to participants making sure not to sound as if you’re making a judgment about any group. No one preference is correct, this is simply what research has told us about each cohort.</td>
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</table>

<table>
<thead>
<tr>
<th>9:55 a.m.</th>
<th>Slides 13, 14: Preferences activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Point of the Activity:</strong> This activity is designed to help participants continue to compare and contrast the attitudes and preferences of the cohorts. The intended outcome of this activity is to get participants to start to build a “management tool belt” that will allow them to manage members from each cohort. In the debrief, be sure to mention that no one preference is “better” than another, and no one group is a “better” worker than the other. Each group is different, and if we manage them correctly, all can be successful.</td>
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</table>

**Special Instruction:** Break participants into smaller groups (3-4 per group). Tell participants that ½ of the class will concentrate on questions 1A and 1B while the other ½ concentrates on 2A and 2B. Ask participants to record their answers to their assigned questions on a flip chart page provided by you. Once all pages are posted around the room, have one member from each group discuss their flipchart page. Hand out the note-taking page for activity 2 so the entire class can capture the ideas provided on the flipcharts. Allow time for group discussion.

**Source:** This activity was developed by the module’s author, Angela L.M. Stopper
<table>
<thead>
<tr>
<th>Time</th>
<th>Slide</th>
<th>Points</th>
<th>Point of the Activity</th>
<th>Special Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:07 a.m.</td>
<td>Slide 15</td>
<td><strong>Action planning activity</strong></td>
<td>Now that you’ve discussed the cohorts at length and begun, through the first few activities, to develop some tools that participants can use to help them manage their generationally diverse workforces, we’re going to introduce the group to a role playing activity. Use this slide to set up the fact that generational diversity effects every department of an organization. Listed on the slide are examples of areas where knowledge of the generational cohorts can affect outcomes. Read a few of the areas. If time allows, ask for personal stories to back up this assertion.</td>
<td></td>
</tr>
<tr>
<td>10:10 a.m.</td>
<td>Slide 16</td>
<td><strong>Action planning activity</strong></td>
<td>This activity is designed to bring all of the information that we’ve gathered so far together into a contrived work environment. In the debrief, make sure that each group covers all 5 questions that were posed in the activity. The action plan does not need to be terribly specific, just a basic outline of what will need to happen to be successful. Special Instruction: Break the group into smaller groups (5-6 people). These are larger groups than we’ve used in the past because this activity is the most complicated that we’ve attempted. Ask each group to pick a function from the list on slide 15 and take on the personality of that group in a made-up organization using knowledge that they have about their own organizations. Make sure each group picks a different function. If you have more groups than functions, groups can create their own function or pick a function that another group has chosen. Hand out the note sheet for activity 3. Ask the groups to discuss the questions on slide 16 and record their answers on the note sheet. When everyone is ready, have one person from each group discuss their answers and allow time for full group discussion. Collect the note sheets from everyone so you can type up the answers and distribute them to the entire class. Source: This activity was developed by Ms. Vickie Maxon, President, Maxon Consulting and adapted for use in this module by the module’s author, Angela L.M. Stopper</td>
<td></td>
</tr>
</tbody>
</table>
Activities Direction Sheet

Activity 1
Assets/Liabilities Activity
(Source: This activity was developed by the module’s author, Angela L.M. Stopper)

Purpose: This activity is designed to help participants begin to compare and contrast the attitudes and preferences of the cohorts.

Directions: “Now that we have some working knowledge of the cohorts, let’s begin to build you a management tool belt. For this exercise, I’d like you to look at the assets and liabilities of each cohort. In your small group, discuss the questions listed on slides 9 and 10. Let’s have the front ½ of this side of the room (point to one side of the room) concentrate on questions 1A and 1B, the back ½ of this side of the room (point to the same side of the room) concentrate on questions 2A and 2B. The front ½ of this side of the room (point to the other side of the room) can work on questions 3A and 3B, and the back ½ of this side (point to the same side of the room) can work on 4A and 4B. Spend about 3 minutes talking about your questions and record your answers on a piece of flip chart paper. After you’ve posted your paper, we’ll have each group discuss your answers.”

Set-up: Break participants into smaller groups (3-4 per group). Tell participants which questions you would like their group to work on. While people are discussing, give each group a piece of flip chart paper and marker. Participants will record their answers and post them around the room. Hand out the note taking page for activity 1 so the entire class can capture the ideas provided on the flipcharts. Ask each group to discuss their flip chart page, allowing time for group discussion. If you have numerous groups working on the same questions, ask new groups to only focus on ideas that weren’t presented by the groups before them.

Total Activity Time: 12 minutes

Briefing: The intended outcome of this activity is to get participants to start to build a “management tool belt” that will allow them to better manage members from each cohort. In the debrief, be sure to mention that no one asset / liability is “better” or “worse” than another, and no one cohort is “better” or “worse” than another. Each group is different, and if we manage them correctly, all can be successful.
### Suggested Answers for activity 1:

#### Question 1A/B (Assets):

<table>
<thead>
<tr>
<th>Potential issues</th>
<th>Dispelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gen X is not intimidated by authority, Veterans and Boomers demand respect</td>
<td>Training for Gen X to help them realize how they can come across to others</td>
</tr>
<tr>
<td>Gen X is independent, others like team work</td>
<td>Help Gen X see the value of teams / help others realize that working independently is also ok</td>
</tr>
<tr>
<td>Veterans are stable and detail oriented, others are more free</td>
<td>Help Veterans see that Boomers, Gen Xers, and Nexters can be successful in their work methods, set expectations for others of what’s expected / demanded for success</td>
</tr>
<tr>
<td>Veterans and Boomers are hard working, driven, willing to go the extra mile; may see others as slackers</td>
<td>Show Veterans and Boomers success stories using flex time and working from home / make sure Gen X and Nexters understand what is expected as far as “checking-in” when they are not in the office</td>
</tr>
</tbody>
</table>

#### Question 2A/B (Assets):

<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Capitalizing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Veterans and Boomers are both very driven</td>
<td>Team these cohorts on tough projects</td>
</tr>
<tr>
<td>Gen X and Next are both very techno literate</td>
<td>Team these cohorts on high tech / new technology projects</td>
</tr>
<tr>
<td>Lots of similarities between Boomers and Nexters</td>
<td>Mentoring relationships</td>
</tr>
<tr>
<td>Gen X is adaptable by nature</td>
<td>Teach Gen X the best assets of the others</td>
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</table>

#### Question 3A/B (Liabilities):

<table>
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<th>Potential issues</th>
<th>Dispelling</th>
</tr>
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<tbody>
<tr>
<td>Veterans, Boomers, and Nexters avoid or are inexperienced with conflict / Gen X are not intimidated and tend to have poor people skills – Gen Xers may yell the loudest at meetings.</td>
<td>Show all groups that disagreement, when done in appropriate ways, is safe and valuable. Teach Gen Xers what’s appropriate and not in troubling situations.</td>
</tr>
<tr>
<td>Gen Xers are impatient, Nexters need supervision and structure; potential management issues</td>
<td>Management training for Gen Xers if they want to be promoted and grow in the company.</td>
</tr>
<tr>
<td>Nexters have different views of “ownership” over electronic material that others</td>
<td>Discuss plagiarism definitions, have clear rules on electronic documents and how they are treated in your organization</td>
</tr>
<tr>
<td>Groups aren’t aware of the weaknesses of others on their teams</td>
<td>Open dialogue and safe environments for pointing out “blind spots” in the work habits of colleagues</td>
</tr>
</tbody>
</table>

#### Question 4A (Liabilities):

<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Capitalizing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boomers can be judgmental of others, Gen Xers and Nexters are very diversity aware</td>
<td>Pair Gen Xers and Nexters with Boomers to teach new behaviors</td>
</tr>
<tr>
<td>Gen Xers have poor people skills, others are very team focused</td>
<td>Pair Gen Xers with other generations to teach understanding, socializing, and networking skills</td>
</tr>
<tr>
<td>Veterans express disagreement in a restrained way, Gen X is cynical</td>
<td>Pair these two groups so Gen Xers can learn and model more business-correct disagreement behaviors</td>
</tr>
<tr>
<td>Groups don’t understand the value of each’s diversity and don’t capitalize on it – allowing liabilities to go unchecked</td>
<td>Educate groups on diversity and teach individuals how to coach colleagues to work on their liabilities</td>
</tr>
</tbody>
</table>
Activity 2
Preferences Activity
(Source: This activity was developed by the module’s author, Angela L.M. Stopper)

Purpose: This activity is designed to help participants begin to compare and contrast the attitudes and preferences of the cohorts.

Directions: “Now that we’ve discussed some of the work and environmental preferences of each cohort, let’s talk about some more tools you can add to your belt. For this exercise, I’d like you to look at the preferences of each cohort. In your small group, discuss the questions listed on slide 14. Let’s have this half of the room (point to one side of the room) concentrate on questions 1A and 1B and this half (point to the other side of the room) concentrate on questions 2A and 2B. Spend about 3 minutes talking about your questions and record your answers on a piece of flip chart paper. After you’ve posted your paper, we’ll have each group discuss your answers.”

Set-up: Use the same groups that you did in activity 1 (3-4 per group). Tell participants which questions you would like their group to work on. While people are discussing, give each group a piece of flip chart paper and marker. Participants will record their answers and post them around the room. Hand out the note taking page for activity 2 so the entire class can capture the ideas provided on the flipcharts. Ask each group to discuss their flip chart page, allowing time for group discussion. If you have numerous groups working on the same questions, ask new groups to only focus on ideas that weren’t presented by the groups before them.

Total Activity Time: 12 minutes

Briefing: The intended outcome of this activity is to get participants to start to build a “management tool belt” that will allow them to better manage members from each cohort. In the debrief, be sure to mention that no one preference is “better” than another, and no one group is a “better” worker than the other. Each group is different, and if we manage them correctly, all can be successful.
### Suggested Answers for activity 2:

#### Question 1A/B (Preferences):

<table>
<thead>
<tr>
<th>Potential issues</th>
<th>Dispelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Different opinions on technology</td>
<td>Show Veterans how new technology is necessary to help the business, show Boomers how new technology is necessary to help them, show Gen X that technology can shorten their work day, show Nexters that there’s more than technology.</td>
</tr>
<tr>
<td>Differences in how each wants to be recognized for achievement</td>
<td>Discussions with supervisors about how they should be rewarding their employees, not everyone wants the same rewards.</td>
</tr>
<tr>
<td>Boomers like consensus, Veterans and Gen X prefer more time efficient ways of making decisions</td>
<td>Have clear rules around decision making and change and clearly set expectations on when everyone needs to be involved.</td>
</tr>
<tr>
<td>Gen X are self reliant, Nexters prefer large teams and need strong leadership from other groups.</td>
<td>If Gen X will not give Nexter groups the support and leadership they need, pair them with Boomers who enjoy that more.</td>
</tr>
</tbody>
</table>

#### Question 2A/B (Preferences):

<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Capitalizing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gen X and Nectors like state-of-the-art technology</td>
<td>Use technology to help bridge the gap between the two, electronic mentoring and management programs where Gen X can support Nexters without always being present.</td>
</tr>
<tr>
<td>Boomers and Nectors work well in teams</td>
<td>Pair these groups to capitalize on the team work and mentoring relationships that will form</td>
</tr>
<tr>
<td>Nexters are very people loyal</td>
<td>Help Nexters build networks in the organization so they stay connected to the organization and are less likely to job-jump.</td>
</tr>
<tr>
<td>Gen X prefer flexible hours and want work/life balance</td>
<td>Reward good behavior with flex time and home offices, education other group as to why this works and show success stories</td>
</tr>
</tbody>
</table>
Activity 3
Action Planning Activity
(Source: This activity was developed by Ms. Vickie Maxon, President, Maxon Consulting and adapted for use in this module by the module’s author, Angela L.M. Stopper)

Purpose: The purpose of this activity is to allow participants to use all of the information that they’ve gain about the generational cohorts and apply it to a contrived work environment.

Directions: “Now that you’ve discussed the cohorts at length and begun, through the first few activities, to develop some tools to help you manage your generationally diverse workforces, let’s put it all together. Generational diversity effects every department of an organization. Listed on slide 15 you will see some examples. Each group is going to take on the personality of one of these functions and start to build an action plan around how they can capitalize on the generational diversity that we all have in our staffs. This activity is designed to bring all of the information that we’ve gathered so far together into a contrived work environment using the knowledge you have of your own organization. In your group, discuss the questions on slide 16 and record your answers on the note sheet. At the end of the activity, I’ll ask one member of your team to share your answers. I’ll give you 12 minutes to discuss the questions and come up with a brief action plan. Please write clearly, I’m going to collect the sheets at the end of the activity and type them up so they can be distributed back to you.”

Set-up: Break the group into smaller groups (5-6 people). These are larger groups than we’ve used in the past because this activity is the most complicated that we’ve attempted. Ask each group to pick a function or assign a function to each group from the list on slide 15. The group will then take on the personality of that function in a made-up organization using knowledge that they have about their own organizations. Make sure each group picks a different function. If you have more groups than functions, groups can create their own function or pick a function that another group has chosen.

Ask groups to discuss the questions on slide 16 and record their answers on the note sheet. Hand out one note sheet for activity 3 to each group. When everyone is ready, have one person from each group discuss their answers and allow time for full group discussion.

Collect the note sheets from everyone so you can type up the answers and distribute them to the entire class.

Total Activity Time: 20

Briefing: In the debrief, make sure that each group covers all 5 questions that were posed in the activity. The action plan does not need to be terribly specific, just a basic outline of what will need to happen to be successful.
Handouts

The three handouts necessary to complete this module follow.

- Note taking pages for activity 1
  - This is a 2 page handout (the headings are green in color). Please print on three hole-punched paper so the notes can be added to the participants’ program notebook.
  - Print front and back so only one piece of paper is needed for each copy.
  - This handout will be given to participants at slide 8 of module 2.
  - **Source:** this handout has been developed by the workshop author, Angela L.M. Stopper

- Note taking page for activity 2
  - This is a 1 page handout (the headings are blue in color). Please print on three hole-punched paper so the notes can be added to the participants’ program notebook.
  - This handout will be given to participants at slide 13 of module 2.
  - **Source:** this handout has been developed by the workshop author, Angela L.M. Stopper

- Note taking page for activity 3
  - This is a 1 page handout. Print on colored paper so it is easily distinguishable from other papers on participant desks/tables.
  - One copy should be given to each group for activity 3.
  - This handout will be collected, typed up, and the final document containing all of the group’s notes should be distributed to program attendees.
  - This handout will be given to participants at slide 16 of module 2.
  - **Source:** this handout has been developed by the workshop author, Angela L.M. Stopper
## Assets/Liabilities Activity

### Considering the assets of each cohort

<table>
<thead>
<tr>
<th>Potential Issues:</th>
<th>How would you dispel those issues?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</table>

### Opportunities to leverage:

<table>
<thead>
<tr>
<th>How would you capitalize on those opportunities?</th>
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<tbody>
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<td></td>
</tr>
</tbody>
</table>
### Considering the liabilities of each cohort

<table>
<thead>
<tr>
<th>Potential Issues:</th>
<th>How would you dispel those issues?</th>
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<tbody>
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<td></td>
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</table>

### Considering the liabilities of each cohort

<table>
<thead>
<tr>
<th>Opportunities to leverage:</th>
<th>How would you capitalize on those opportunities?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

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Preferences Activity

<table>
<thead>
<tr>
<th>Considering the work, job, and environmental preferences of each cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Potential Issues:</strong></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Considering the work, job, and environmental preferences of each cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Opportunities to leverage:</strong></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Please list the department that your group was assigned: ________________________________

<table>
<thead>
<tr>
<th>Inhibitors:</th>
<th>Pro-active steps:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Additional information:</th>
<th>Who needs to be aware:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Action Plan:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Annotated Bibliography


This booklet gives deeper insight to the individual characteristics of members of each of the generational cohorts by mapping the gaps between each generation and briefly discussing how to leverage those gaps. It ends with a brief case study on bridging generational gaps.


In this 2003 article, the author pays particular attention to Generation Next and the generation gap between Generation Next and Generation X. Because it has been stated that this generation gap is going to be one of the largest gaps managers have seen, it is important that these groups and their differences are specifically discussed.


In this much-sited 1999 article, the group explores the four generational cohorts in today’s workforce and discusses training tips for those that have this mix of individuals in their training session. They discuss the basic traits of each of the generational cohorts and give tips directed at helping managers and trainer satisfy the learning needs of each individual in a development capacity.


In this book, the authors discuss the four generations currently in the workplace, how to manage and motivate members of each generation, and strategies that should be used for recruiting and mentoring each.
Participant Feedback
- Managing in a Multi-Generational Workplace –
Module 2: The Cohorts at Work

Feedback provides valuable information to workshop facilitators. Your opinions are valuable to us and will be used to improve subsequent offerings of this session. All responses are anonymous.

Objectives of Module Two: Generational Management

1. To gain awareness of how generational cohort differences manifest in the work behaviors of individual team members.
2. To develop techniques to effectively manage a team consisting of members from numerous generational cohorts.

### The Program

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree or disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

1. Stated module objectives (see above) were met
2. Content was well organized and easy to follow
3. Appropriate level of detail was provided
4. Audiovisual aids and handouts were suitable
5. Activities and discussions were appropriate
6. The material covered is useful to me

### The Presenter

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree or disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

1. Demonstrated knowledge of the material
2. Was adequately prepared
3. Provided relevant demonstrations and/or examples
4. Addressed participants’ questions and concerns
5. Created a climate that facilitated the learning

Please continue to page 2
Please take a few more minutes to answer the questions below. This is an opportunity for you to provide more detailed feedback about the training module. Your comments are appreciated.

1. What was the most useful element of this module?

2. How could the content or design of this module be changed or improved?

3. What additional comments or suggestions about any aspect of the program and/or the presenter do you have?

Thank you for your comments. Please return this form before you leave.
Managing in a Multi-Generational Workplace

Module Three: Managing Generational Diversity

The Pennsylvania State University
Keller Building, Room 112
University Park, Pennsylvania
8:00 a.m. – 12:00 p.m.

*** Date ***

Developed by Angela L.M. Stopper
**Workshop Outline**

- **Managing in a Multi-Generational Workplace –**

The Pennsylvania State University  
Keller Building, Room 112  
University Park, Pennsylvania

*** Date ***

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:45 – 8:00 a.m.</td>
<td>Final Registration</td>
</tr>
<tr>
<td>8:00 – 8:15 a.m.</td>
<td>Opening Module: Program Objectives and Group Introductions</td>
</tr>
<tr>
<td>8:15 – 9:15 a.m.</td>
<td>Module One: Defining the Generational Cohorts</td>
</tr>
<tr>
<td>9:15 – 9:30 a.m.</td>
<td>Break</td>
</tr>
<tr>
<td>9:30 – 10:30 a.m.</td>
<td>Module Two: The Cohorts at Work</td>
</tr>
<tr>
<td>10:30 – 10:45 a.m.</td>
<td>Break</td>
</tr>
<tr>
<td>10:45 – 11:45 a.m.</td>
<td>Module Three: Managing Generational Diversity</td>
</tr>
<tr>
<td>11:45 a.m. – 12:00 p.m.</td>
<td>Closing Module: Summary and Evaluation</td>
</tr>
</tbody>
</table>
Objectives of Module Three

In Module Three: Managing Generational Diversity, participants will take the knowledge that they learned in modules one and two and:

1. Discuss management preferences of members of each generational cohort and strategies to capitalize on the differences that a multi-generational workforce has to offer.

2. Discuss a tool that can be used to better understand issues that will arise when they are faced with generational diversity, The Generational Management Decision Tree.

3. Use the Generational Management Decision Tree to begin to formalize a plan that will help them successfully manage their multi-generational workforce.
Background

This training program has been designed to introduce managers to the concept of generational management, managing in a multi-generational workplace. There are currently four distinct and different generational cohorts in the workforce today, all of which define work differently and have different values, distinguishing characteristics, assets, and liabilities. Successful managers are familiar with how to manage members of each generation. This program is designed to help organizational leaders, new and seasoned alike, better relate to, motivate, and manage members from each of the four generational cohorts.

Now that the four generations have been defined and their basic traits introduced in module one, and we have painted a picture of the multi-generational workplace in module two, we will move to module three: Managing Generational Diversity. In module three, we will discuss specifically how generational diversity should affect you as a leader. We will look at the cohort’s definitions of an ideal leader/instructor, key job and education motivators and their ideal workplace and classroom. We will then discuss managerial issues we have had in the past with employees that can further our understanding of multi-generational management, picking one specific generational management problem and using the Generational Management Decision Tree to personalize the information received. We will end with a culminating discussion specifically focused on how the generational differences in members of your team can best be capitalized upon when you return to your workplace.
# Instructor’s Outline

## Module Three: Managing Generational Diversity (1 hour)

### Audio Visual Needs:
Laptop and computer projector

### Classroom Needs:
1 flip chart stand with paper, the ability to attach flip chart paper to the classroom walls (self-stick paper, push pins or tape), markers – at least 5

<table>
<thead>
<tr>
<th>Time</th>
<th>Slide/Activity</th>
<th>Notes/Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:45 a.m.</td>
<td>Slide 1: Opening slide</td>
<td>Note: Not for discussion, simply a way to distinguish you are finished with module 2 and moving to module 3.</td>
</tr>
<tr>
<td></td>
<td>Slides 2: Bio slide</td>
<td>Note: Not for discussion. Instead, refer to this as your contact information and remind participants that they can contact you at a later date if desired. If you are presenting the entire module in one day, you may remove slide 2 since it was covered in the opening.</td>
</tr>
<tr>
<td>10:46 a.m.</td>
<td>Slide 3: Module 2 review</td>
<td>Point: Use to briefly remind participants what was discussed in module 2</td>
</tr>
<tr>
<td></td>
<td>Slide 4: Module 3 overview</td>
<td>Point: Use to introduce the topics to be discussed in module 3. This is the “agenda” for your one-hour module.</td>
</tr>
<tr>
<td>10:50 a.m.</td>
<td>Slide 5: Ideal leader</td>
<td>Point: This slide lists what an ideal leader would “look like” according to the preferences of each cohort. Read the lists to participants making sure not to sounds as if you’re making a judgment about any group. No one cohort is better to lead; this is simply what research has told us about each cohort.</td>
</tr>
<tr>
<td></td>
<td>Slide 6: Ideal instructor</td>
<td>Point: This slide lists what an ideal instructor would “look like” according to the preferences of each cohort. Read the lists to participants making sure not to sounds as if you’re making a judgment about any group. No one cohort is better to teach; this is simply what research has told us.</td>
</tr>
<tr>
<td></td>
<td>Slide 7: Preferred work environment</td>
<td>Point: This slide lists the preferred work environments according to the preferences of each cohort. Read the lists to participants making sure not to sounds as if you’re making a judgment about any group. No one group is correct; this is simply what research has told us.</td>
</tr>
<tr>
<td></td>
<td>Slides 8: Preferred classroom</td>
<td>Point: This slide lists the preferred classroom environments according to the preferences of each cohort. Read the lists to participants making sure not to sounds as if you’re making a judgment about any group. No one group is correct; this is simply what research has told us.</td>
</tr>
<tr>
<td>11:00 a.m.</td>
<td>Slide 9: Activity 1, step 1</td>
<td>Point of the Activity: This activity is designed to help participants continue to compare and contrast the attitudes</td>
</tr>
</tbody>
</table>

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and preferences of the cohorts and begin to make decisions on how best to manage a mixed group. The intended outcome of this activity is to get participants to further develop the management tool belt that we began to build in module 2. This will allow them to better manage members from each cohort. In the debrief, be sure to mention that the preferences of no one cohort are right, more correct, or easier to deal with for managers. Each group is different, and if we manage them correctly, all can be successful. **Special Instruction:** Hand out the note taking sheet for activity 1A. Ask participants to talk to the person(s) sitting beside them. Assign each small group one of the cohorts (“You discuss the Veterans, You discuss the Boomers” etc.). Participants will discuss their cohort using the two questions listed on slide 9. As they discuss, hand out a piece of flip chart paper and marker to each group. Ask that they capture 5-10 main discussion points on the flip chart paper and post it in the room. Allow time for each group to discuss their ideas. **Source:** This activity was developed by the module’s author, Angela L.M. Stopper

<table>
<thead>
<tr>
<th>Slide 10: Activity 1, step 2</th>
<th><strong>Special Instruction:</strong> After each group has debriefed their flip chart, hand out the note taking sheet for activity 1B. Ask participants to individually consider what they’ve just heard. On the note taking sheet, they should answer the questions on slide 10. Ask participants if anyone would like to share his/her ideas. Allow time for group discussion. <strong>Source:</strong> This activity was developed by the module’s author, Angela L.M. Stopper</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Slide 11: Key job motivators</strong></td>
<td><strong>Point:</strong> This slide gives examples of how each cohort would prefer to be motivated while working. Read the lists to participants making sure not to sounds as if you’re making a judgment about any group. No one cohort is easier to motivate; this is simply what research has told us about each cohort.</td>
</tr>
<tr>
<td><strong>Slide 12: Key education motivators</strong></td>
<td><strong>Point:</strong> This slide gives examples of how each cohort would prefer to be motivated into participating in learning activities. Read the lists to participants making sure not to sounds as if you’re making a judgment about any group. No one cohort is easier to motivate; this is simply what research has told us.</td>
</tr>
<tr>
<td>11:20 a.m.</td>
<td>Slide 13: Activity 2, step 1</td>
</tr>
<tr>
<td>11:35 a.m.</td>
<td>Slide 14: Activity 2, step 2</td>
</tr>
<tr>
<td>11:20 a.m.</td>
<td>Slide 15: Generational Management Decision Tree</td>
</tr>
<tr>
<td>Slide 16: Decision tree example</td>
<td><strong>Point:</strong> Read through this example of a situation where generational tension was present. Show how the generational management decision tree allowed the manager to see his/her team in a different light and helped them to be successful employees.</td>
</tr>
<tr>
<td>Slide 17: Decision tree activity</td>
<td><strong>Point:</strong> Ask participants to think of a time when generational tension was present in their team. Have them individually use the tool to dissect the event. If time allows, ask participants to share their story with the group or with the person(s) sitting beside them.</td>
</tr>
</tbody>
</table>
Activities Direction Sheet

Activity 1
Feedback / New Skill Activity
(Source: This activity was developed by the module’s author, Angela L.M. Stopper)

Purpose: This activity is designed to help participants continue to compare and contrast the attitudes and preferences of the cohorts and begin to make decisions on how best to manage a mixed group.

Directions, Step 1: “Now that we have even more working knowledge of the cohorts, let’s continue to build your management tool belt. For this exercise, I’d like you to look at the slides we just discussed. With the person beside you, discuss the questions listed on slide 9. Let’s have you (point to one or two of the groups) think about the Veteran cohort when answering your questions, you (point to one or two of the groups) think about the Boomers, you (point to one or two groups) think about Gen X, and you (point to the last few groups) think about the Nexters. Spend about 3 minutes talking about your questions and record 5-10 specific techniques on your piece of flip chart paper. After you’ve posted your paper, we’ll have each group discuss your answers. Now, don’t waste time, there’s a step 2 to this one!”

Set-up, Step 1: Hand out the note taking sheet for activity 1A. Ask participants to talk to the person(s) sitting beside them. Assign each small group one of the cohorts (“You discuss the Veterans, You discuss the Boomers” etc.). Participants will discuss their cohort using the two questions listed on slide 9. As they discuss, hand out a piece of flip chart paper and marker to each group. Ask that they capture 5-10 main discussion points on the flip chart paper and post it in the room. Allow each group time to discuss their ideas.

Directions, Step 2: “Ok, now that we’ve discussed some techniques for each of the cohorts separately, take a few minutes to think about the questions on slide 10. I’ll give you 3 more minutes to consider the questions by yourself.” (Wait a few minutes.) “Does anyone have any ideas they’d like to share with the group?”

Set-up, Step 2: After each group has debriefed their flip chart, hand out the note taking sheet for activity 1B. Ask participants to individually consider what they’ve just heard. On the note taking sheet, they should answer the questions on slide 10. Ask participants if anyone would like to share their ideas. Allow time for group discussion.

Total Activity Time: 15 minutes

Briefing: The intended outcome of this activity is to get participants to further develop the management tool belt that we began to build in module 2. This will allow them to better manage members from each cohort. In the debrief, be sure to mention that the preferences of no one cohort are right, more correct, or easier to deal with for managers. Each group is different, and if we manage them correctly, all can be successful.
Suggested Answers for activity 1:

Question 1 (Feedback):
Veteran
Be honest
If it’s bad feedback, be a friend – concerned
Follow a formal (structured) feedback process
Be the boss, be in control – don’t be wishy-washy
Try not to cause fear / risk

Boomer
Be honest
If it’s bad feedback, be a friend – concerned
Be respectful
Sandwich bad news with good news
Have your facts together – be competent

Gen Xer
Get to the point, don’t beat around the bush
If negative, allow for them to help created the solution
Be casual, but direct – formal letters may not be necessary
Explain why – rules are flexible to these folks
Model the behaviors you want to see

Nexter
Give feedback but also provide lots of support
Be reassuring
Be casual, but direct – formal letters may not be necessary
Discuss how their performance affected their team
Make the feedback personal, tie it to their goals

Question 2 (New skill):
Veteran
Be in control, teach the skill
Discuss how the new skill will help the company succeed
Keep training risk / stress free as much as possible - safe
Formal training
Use a lecture-style classroom

Boomer
Talk it out, ask for feedback – be an equal
Use teambuilding whenever possible
Discuss how the new skill will help them succeed
Let them practice the new skill – hands on learning
Teach in a safe, comfortable workspace

Gen Xer
Be the expert, know your information well
Leave time for practice and questions
Allow for self-directed learning when appropriate
Do not waste time, get to the point
Be complete and structured in your presentation

Nexter
Be the expert
Allow time for hands-on practice, involvement
Use teambuilding whenever possible
Be structured in your presentation, set expectations
Follow a plan, show exactly how they can succeed

Step 2: Depending on what the groups come up with in step 1, step 2 will vary.
Activity 2
Praise / New Project Activity
(Source: This activity was developed by the module’s author, Angela L.M. Stopper)

Purpose: This activity is designed to help participants continue to compare and contrast the attitudes and preferences of the cohorts and begin to make decisions on how best to manage a mixed group.

Directions, Step 1: “Ok, that does it for what the researchers have to say about the cohorts. You now have enough knowledge to successfully manage anyone! Before we come to our culminating exercise though, let’s focus for a second on what we’ve just heard. For this exercise, I’d like you to look at the slides we just discussed. With the person beside you, discuss the questions listed on slide 13. Let’s have you (point to one or two of the groups, trying to avoid the group that you assigned Veterans to in exercise 1) think about the Veteran cohort when answering your questions, you (point to one or two of the groups, again avoiding those who worked on Boomers in exercise 1) think about the Boomers, you (point to one or two groups) think about Gen X, and you (point to the last few groups) think about the Nexters. Spend about 3 minutes talking about your questions and record 5-10 specific techniques on your piece of flip chart paper. After you’ve posted your paper, we’ll have each group discuss your answers. Just like last time, we’ll then move to step 2.”

Set-up, Step 1: Hand out the note taking sheet for activity 2A. Ask participants to talk to the person(s) sitting beside them. Assign each small group one of the cohorts (“You discuss the Veterans, You discuss the Boomers” etc.), avoiding assigning the same cohort to the same group in activity 1. Participants will discuss their cohort using the two questions listed on slide 13. As they discuss, hand out a piece of flip chart paper and marker to each group. Ask that they capture 5-10 main discussion points on the flip chart paper and post it in the room. Allow each group time to discuss their ideas.

Directions, Step 2: “Ok, now that we’ve discussed some techniques for each of the cohorts separately, take a few minutes to think about the questions on slide 14. I’ll give you 3 more minutes to consider the questions by yourself.” (Wait a few minutes.) “Does anyone have any ideas they’d like to share with the group?”

Set-up, Step 2: After each group has debriefed their flip chart, hand out the note taking sheet for activity 2B. Ask participants to individually consider what they’ve just heard. On the note taking sheet, they should answer the questions on slide 14. Ask participants if anyone would like to share their ideas. Allow time for group discussion.

Total Activity Time: 15 minutes

Briefing: The intended outcome of this activity is to get participants to further develop the management tool belt that we began to build in module 2. This will allow them to better manage members from each cohort. In the debrief, be sure to mention that the preferences of no one cohort are right, more correct, or easier to deal with for managers. Each group is different, and if we manage them correctly, all can be successful.
Suggested Answers for activity 2:

Question 1 (Praise):

Veteran
- Reward with the opportunity to share their success with others
- Acknowledge in person, not via email
- Talk about how they improved the company
- Bonuses
- Show them how valuable they are to the organization

Boomer
- Reward publically, for others to see
- Talk about how this behavior will advance their career
- Talk about how they made a difference
- Give plaques / company perks (company car)
- Talk about how their experience helped “save the day”

Gen Xer
- Be honest, don’t over-praise
- Bonuses
- Paid time off
- Talk about the merit of their idea, how they shine
- Email praise is fine, doesn’t always have to be in person

Nexter
- Be formal in your praise, tell them exactly what was good
- Praise them and their team
- Praise them in person and in public for the same act
- Praise with exposure, employee of the month – blog about it
- Talk about how their success will allow them to try new things

Question 2 (Project):

Veteran
- Use their expertise
- Have them lead the project
- Tell them how the project will improve the company
- Formalize the project, make sure it’s described properly
- Show how the project has come about, is it rooted in tradition?

Boomer
- Get their feedback about the new project
- Show them how they can contribute to the overall project
- Show how the project is leading edge
- Show how the project will help them advance in the company
- Use the project as a networking / team building experience

Gen Xer
- Show how the project will develop their skills
- Ask how the project could increase their job satisfaction
- Show how the project will be fun
- Let them lead the project with little management involvement
- Let them structure the project work schedule

Nexter
- Show how the project will broaden their skills
- Show that the project will not add stress to their job
- Talk about how the project will make a difference
- Show that the bright people will work on this project
- Give the project ample management support

Step 2: Depending on what the groups come up with in step 1, step 2 will vary.
Activity 3
Generational Management Decision Tree Activity
(Source: This activity was developed by the module’s author, Angela L.M. Stopper)

Purpose: This is the culminating activity of the workshop. The Generational Management Decision Tree was created by the workshops author, Angela L.M. Stopper, in order to help managers make decisions while considering generational differences. This tool should be introduced to the group as a way to think about every management decision that they face in the future when generational tension is present.

Directions: “Please consider a time when you, as a manager, faced generational tension. When it was happening, you may not have recognized it as a generational diversity issue, but now that we’ve explored the issue, I’m sure you can think of one. Using the Generation Management Decision Tree, dissect the incident. I’ll give you a few minutes to work individually. Once you’re done, if you’d like to share your story with your neighbor, please do. If you would like to share with everyone, please raise your hand. I’m sure we can come up with some great stories!”

Set-up: Hand out a blank copy of the Generational Management Decision Tree (slide 17). Ask participants to think of a time when generational tension was present in their team. Have them individually use the tool to dissect the event. If time allows, ask participants to share their story with the group or with the person(s) sitting beside them.

Total Activity Time: 10

Briefing: This activity should bring all of the information you’ve taught together. The debrief will consist of individuals sharing their stories of tension and using the decision tree to dissect what happened and come up with steps to keep these issues from arising in the future. Encourage sharing of stories and discussion.
Handouts

The three handouts necessary to complete this module follow.

- **Note taking pages for activity 1**
  - This is a 2 page handout (the headings are gray in color). Please print on three hole-punched paper so the notes can be added to the participants’ program notebook.
  - Print front and back so only one piece of paper is needed for each copy.
  - This handout will be given to participants at slide 9 of module 3. The back of the handout will be used with slide 10 of module 3.
  - **Source:** this handout has been developed by the workshop author, Angela L.M. Stopper

- **Note taking page for activity 2**
  - This is a 2 page handout (the headings are tan in color). Please print on three hole-punched paper so the notes can be added to the participants’ program notebook.
  - Print front and back so only one piece of paper is needed for each copy.
  - This handout will be given to participants at slide 13 of module 3. The back of the handout will be used with slide 14 of module 3.
  - **Source:** this handout has been developed by the workshop author, Angela L.M. Stopper

- **Note taking page for activity 3**
  - Simply print out slide 17 to hand out to participants to compliment this activity.
  - **Source:** this handout has been developed by the workshop author, Angela L.M. Stopper
Feedback / New Skill Activity
Step 1

<table>
<thead>
<tr>
<th>Please list the cohort you have been assigned:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What specific management techniques could you use when giving feedback to your employee?</td>
</tr>
</tbody>
</table>

| What specific management techniques could you use when teaching a new skill to your employee? |
Feedback / New Skill Activity
Step 2

<table>
<thead>
<tr>
<th>Are there any techniques that would work for a mixed worker group?</th>
</tr>
</thead>
<tbody>
<tr>
<td>– Are there any suggestions that appear for numerous cohorts?</td>
</tr>
<tr>
<td>– Are there any suggestions that are similar or could be “tweaked” to be used in generationally diverse groups?</td>
</tr>
</tbody>
</table>

Please write down your ideas:
<table>
<thead>
<tr>
<th>Please list the cohort you have been assigned:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What specific management techniques could you use when giving praise to your employee?</td>
</tr>
</tbody>
</table>

| How would you get your employee excited about a new project? |
**Praise / New Project Activity**

**Step 2**

Are there any techniques that would work for a mixed worker group?
- Are there any suggestions that appear for numerous cohorts?
- Are there any suggestions that are similar or could be “tweaked” to be used in generationally diverse groups?

Please write down your ideas:
Annotated Bibliography


In this 2004 study, the researcher defines four non-overlapping generational cohorts allowing easy classification of today’s worker into one of the four groups. He also defines a significant difference between the two older generational cohorts and the two younger generational cohorts concerning leadership and what values make a good leader and discusses similarities between the Baby Boomer and Generation X groups and the Generation X and Generation Next groups.


This booklet gives deeper insight to the individual characteristics of members of each of the generational cohorts by mapping the gaps between each generation and briefly discussing how to leverage those gaps. It ends with a brief case study on bridging generational gaps.


In this 2006 study, researchers look at how the changing demographics of the Canadian worker will affect Canadian industry in the future. Much like research that has been compiled for workers in the United States, this research shows specific differences between the generational cohorts, paying specific attention to Generation Next.


From this 2001 study, a lifelong learning style framework is developed for members of the Baby Boomer, Generation X, and Generation Next cohorts.


In this 2000 article, the author discusses traits of each of the four generational cohorts and what historical influences each cohort has faced, making them who they are today. She goes on to discuss guidelines that should be considered when developing learning activities for members of each cohort.


In this 2007 study of 447 subjects, the researchers use generational cohort theory to define and describe the differences that managers are seeing in workers in today organizations regarding their feelings on the most important characteristics of managers. Through their study, they show that generational cohorts’ differences actually have any impact in the workplace and contend that the leadership and management styles of the different generational cohorts differ enough to cause conflict.

In this 2005 study, the researchers aimed to confirm that Taiwan’s workers saw the same generation-gap differences that have been seen in the western world. Much like in the Western world, that found specific differences between Baby Boomers and Generation Xers regarding their attitude towards work, work expectations, and work values when looking at groups in the manufacturing industry.


In this much-sited 1999 article, the group explores the four generational cohorts in today’s workforce and discusses training tips for those that have this mix of individuals in their training session. They discuss the basic traits of each of the generational cohorts and give tips directed at helping managers and trainer satisfy the learning needs of each individual in a development capacity.


In this book, the authors discuss the four generations currently in the workplace, how to manage and motivate members of each generation, and strategies that should be used for recruiting and mentoring each.
Additional Reading on Managing Generational Diversity


Dr. Sharon Jeffcoat Bartley is an assistant professor at the University of Tennessee, Knoxville. In this article, she collaborates with Mr. Patrick G. Ladd, a manager of Member Services at CUPA-HR and Dr. Michael Lane Morris, an associate professor at the University of Tennessee, Knoxville. This article is a great summary piece to the issues that are faced in today’s multigenerational workplace. Like many articles on this subject, the authors begin by describing worker characteristics for each generational cohort, but then go on to offer solutions to the workplace issues caused by the worker mix. They describe two specific management techniques, “aggressive communication” and “difference deployment” and outline three core pieces of successful multigenerational development programs, bringing new insights into how to manage generational diversity.


Jennifer Sabatini Fraone, Danielle Hartmann, and Kristen McNally work for Boston College’s Center for Work and Family. In their 2008 article, these authors look at research and try to find similarities between the four generations in the workplace and discuss how employers can leverage the similarities. Instead of focusing on the generational differences, these authors discuss on how individuals are alike and how those commonalities can be leveraged by management to build a more successful organization. From this perspective, they discuss workplace challenges and best practices of how to deal with those challenges.


Rich Paul is the vice president of the health and performance solutions department at ValueOptions. In this opinion piece from the current issue of the online HR Management report, he discusses many of the same issues we have looked at in this program. He discusses the work styles of each of the generational cohorts and gives a few examples for each cohort of what members might struggle with in a multi-generational work environment. His report ends with suggestions for making a multi-generational workplace more amicable and discusses what managers can do to accommodate the needs and preferences of their multi-generational workers.
Feedback provides valuable information to workshop facilitators. Your opinions are valuable to us and will be used to improve subsequent offerings of this session. All responses are anonymous.

Objectives of Module Three: Managing Generational Diversity

1. Discuss management preferences of members of each generational cohort and strategies to capitalize on the differences that a multi-generational workforce has to offer.
2. Introduce a tool that can be used to better understand issues that will arrive when participants are faced with generational diversity, The Generational Management Decision Tree.
3. Use the Generational Management Decision Tree to begin to formalize a plan that will help participants successfully manage their multi-generational workforce.

The Program

<table>
<thead>
<tr>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree or disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
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<tbody>
<tr>
<td>1. Stated module objectives (see above) were met</td>
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<td>2. Content was well organized and easy to follow</td>
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<td>3. Appropriate level of detail was provided</td>
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<td>4. Audiovisual aids and handouts were suitable</td>
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<td>5. Activities and discussions were appropriate</td>
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<td>6. The material covered is useful to me</td>
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The Presenter

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<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree or disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
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<tbody>
<tr>
<td>1. Demonstrated knowledge of the material</td>
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<td>2. Was adequately prepared</td>
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<td>3. Provided relevant demonstrations and/or examples</td>
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<td>4. Addressed participants’ questions and concerns</td>
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<td>5. Created a climate that facilitated the learning</td>
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</table>
Please take a few more minutes to answer the questions below. This is an opportunity for you to provide more detailed feedback about the training module. Your comments are appreciated.

1. What was the most useful element of this module?

2. How could the content or design of this module be changed or improved?

3. What additional comments or suggestions about any aspect of the program and/or the presenter do you have?

Thank you for your comments. Please return this form before you leave.
Managing in a Multi-Generational Workplace

Closing Module:
Summary and Evaluation

The Pennsylvania State University
Keller Building, Room 112
University Park, Pennsylvania
8:00 a.m. – 12:00 p.m.

*** Date ***

Developed by Angela L.M. Stopper
Workshop Outline
- Managing in a Multi-Generational Workplace –

The Pennsylvania State University
Keller Building, Room 112
University Park, Pennsylvania

*** Date ***

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:45 – 8:00 a.m.</td>
<td>Final Registration</td>
</tr>
<tr>
<td>8:00 – 8:15 a.m.</td>
<td>Opening Module: Program Objectives and Group Introductions</td>
</tr>
<tr>
<td>8:15 – 9:15 a.m.</td>
<td>Module One: Defining the Generational Cohorts</td>
</tr>
<tr>
<td>9:15 – 9:30 a.m.</td>
<td>Break</td>
</tr>
<tr>
<td>9:30 – 10:30 a.m.</td>
<td>Module Two: The Cohorts at Work</td>
</tr>
<tr>
<td>10:30 – 10:45 a.m.</td>
<td>Break</td>
</tr>
<tr>
<td>10:45 – 11:45 a.m.</td>
<td>Module Three: Managing Generational Diversity</td>
</tr>
<tr>
<td>11:45 a.m. – 12:00 p.m.</td>
<td>Closing Module: Summary and Evaluation</td>
</tr>
</tbody>
</table>
Objectives of the Closing Module

At the end of the Closing Module: Summary and Evaluation, participants will:

1. Have an action plan regarding how the generational differences in members of their team can best be capitalized upon when they return to their workplace.
**Instructor’s Outline**

**Closing Module: Summary and Evaluation (15 minutes)**

**Audio Visual Needs:** Laptop and computer projector  
**Classroom Needs:** n/a

<table>
<thead>
<tr>
<th>Time</th>
<th>Slide</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:45 a.m.</td>
<td>Slide 1: Opening slide</td>
<td><strong>Note:</strong> Not for discussion, simply a way to distinguish you are finished with module 3 and moving into the closing module.</td>
</tr>
<tr>
<td></td>
<td>Slides 2: Bio slide</td>
<td><strong>Note:</strong> Not for discussion. Instead, refer to this as your contact information and remind participants that they can contact you at a later date if desired. If you are presenting the entire module in one day, you may remove slide 2 since it was covered in the opening.</td>
</tr>
<tr>
<td></td>
<td>Slide 3: Module 3 review</td>
<td><strong>Points:</strong> Use to briefly remind participants what was discussed in module 3</td>
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<tr>
<td></td>
<td>Slide 4: Wrap up activity</td>
<td><strong>Point of the Activity:</strong> This activity is designed to get participants to formalize an action plan that they can use when they return to their office to deal with the generational differences in members of their team. The intended outcome of this activity is to give participants a roadmap to use when they return to the office so their learning is not lost in the hustle and bustle when they return to work. In the debrief, be sure to mention that when participants return to work, people will expect that they have new ideas. We call this a “crack in time.” If they do nothing, their crack in time will disappear. This action plan will help them to make sure they are able to take advantage of all of their new learnings. <strong>Special Instruction:</strong> Direct participants to the questions on slide 5. Have them take 10 minutes to individually answer the questions, formalizing the steps they should take when they return to their offices. <strong>Source:</strong> This activity was developed by the module’s author, Angela L.M. Stopper</td>
</tr>
<tr>
<td></td>
<td>Slide 5: Wrap up activity</td>
<td><strong>Point:</strong> Show this slide while participants complete the wrap up activity.</td>
</tr>
<tr>
<td>11:55 a.m.</td>
<td>Slide 6: Pop Quiz</td>
<td><strong>Special Instructions:</strong> Tell participants that you’re now going to take the last 5 minutes of the workshop to gage their learning with a dreaded POP QUIZ.</td>
</tr>
</tbody>
</table>
|            | Slides 7 – 12 | **Source:** [www.dilbert.com](http://www.dilbert.com)  
**Special Instructions:** Do not print these slides in the workshop packet. They are much more impactful, and fun, if they are a surprise. |
| Slide 7: Dogbert the consultant | **Special Instructions:** Read the comic to the participants and ask which cohort would be totally turned off by this option and which would be ok. Remember, this is a fun activity and should not be taken too seriously. Keep it fun and light!  
**Point:** Turned off – Gen X would be completely turned off by the fact that they could only have work, holidays, and one other option. Remember, they are concerned with work / life balance.  
**Point:** OK – Veterans and possibly Baby Boomers would see this as “work and vacation, add family and what else is there?” They would be more likely to be ok with this kind of choice. |
| --- | --- |
| Slide 8: Asok | **Special Instructions:** Read the comic to the participants and ask which cohort is represented by Asok (the guy on the left) and which is represented by Wally (the guy at the computer). Remember, this is a fun activity and should not be taken too seriously. Keep it fun and light!  
**Point:** Asok – He is definitely a Nexter. This comic is playing off of the nexter’s concern for the environment and need to “save the world”.  
**Point:** Wally – He is a Gen Xer. Notice how he never looks up from his computer, he’s cynical and uninterested. That’s all of the stereotypical bad qualities of Gen X. |
| Slide 9: Dogbert the CEO | **Special Instructions:** Read the comic to the participants and ask which cohort is represented by Dogbert (the dog that’s talking). Remember, this is a fun activity and should not be taken too seriously. Keep it fun and light!  
**Point:** Dogbert is playing up the self-centered nature of the Baby Boomer. “As long as I’m ok, you should be happy for me.” |
| Slide 10: The consultant | **Special Instructions:** Read the comic to the participants and ask which cohort is represented by the consultant (the guy on the right). Remember, this is a fun activity and should not be taken too seriously. Keep it fun and light!  
**Point:** The consultant is playing up the techno-dependency of the Nexter. “If technology isn’t available, I can’t possibly get my point across.” |
| Slide 11: Alice | **Special Instructions:** Read the comic to the participants and ask which cohort is represented by Alice (the woman on the left). Remember, this is a fun activity and should not be taken too seriously. Keep it fun and light!  
**Point:** Alice is playing up the cynical nature and lack of respect for authority of the Gen Xer. |
| Slide 12: The fight | **Special Instructions**: Read the comic to the participants and ask which cohort is represented by the two guys fighting in the background; which cohort would be ok with the teamwork incentive? Remember, this is a fun activity and should not be taken too seriously. Keep it fun and light!  
**Point**: Fighters – the only cohort that does not naturally respond to group work is Gen X. Once again, Wally is demonstrating a stereotypical Gen X behavior.  
**Point**: OK – All other cohorts naturally respond well to team activity. I think you can make the case that all other cohorts would be ok with this incentive. |
Activity Direction Sheet

Activity 1
Wrap Up Activity
(Source: This activity was developed by the module’s author, Angela L.M. Stopper)

**Purpose:** This activity is designed to get participants to formalize an action plan that they can use when they return to their office to deal with the generational differences in members of their team.

**Special Instruction:** Direct participants to the questions on slide 5. Have them take 10 minutes to individually answer the questions, formalizing the steps they should take when they return to their offices.

**Directions:** “Now that we’ve finished the workshop, I’d like to give you a few minutes to formalize an action plan that you can take back to the office with you. Remember, when you return to work, people will expect you to have new ideas and new ways to do things. We call this a “crack in time.” People will expect you to act and be receptive to your new ideas. If you wait too long, that crack will go away. Don’t allow this to happen! I know when you return you could very easily be overwhelmed with getting caught up with work and forget to take action. This plan will help to make sure that doesn’t happen.”

**Set-up:** While showing slide 5, give participants time to formalize their action plan.

**Total Activity Time:** 10 minutes

**Briefing:** The intended outcome of this activity is to give participants a roadmap to use when they return to the office so their learning is not lost in the hustle and bustle when they return to work. In the debrief, be sure to mention that when participants return to work, people will expect that they have new ideas. We call this a “crack in time.” If they do nothing, their crack in time will disappear. This action plan will help them to make sure they are able to take advantage of all of their new learnings.
Workshop Annotated Bibliography


In this 2004 study, the researcher defines four non-overlapping generational cohorts allowing easy classification of today’s worker into one of the four groups. He also defines a significant difference between the two older generational cohorts and the two younger generational cohorts concerning leadership and what values make a good leader and discusses similarities between the Baby Boomer and Generation X groups and the Generation X and Generation Next groups.


This article is a great summary piece of the issues that are faced in today’s multigenerational workplace. Like many articles on this subject, the authors begin by describing worker characteristics for each generational cohort, but then go on to offer solutions to the workplace issues caused by the worker mix. They describe two specific management techniques, “aggressive communication” and “difference deployment” and outline three core pieces of successful multigenerational development programs, bringing new insights into how to manage generational diversity.


This booklet gives deeper insight into the individual characteristics of members of each of the generational cohorts by mapping the gaps between each generation and briefly discussing how to leverage those gaps. It ends with a brief case study on bridging generational gaps.


In this 2006 study, researchers look at how the changing demographics of the Canadian worker will affect Canadian industry in the future. Much like research that has been compiled for workers in the United States, this research shows specific differences between the generational cohorts, paying specific attention to Generation Next. This article is a great description of Canadian workers, showing that generational management is not only an issue for managers in the United States.


In this 2008 Australian study, researchers investigated how members of the different generational cohorts deal with soft knowledge situation and the differences in expectations among Baby Boomers, Generation X, and Generation Next. This research continues to show that generational differences are universal, not just an issue faced by companies in the United States.

From this 2001 study, a lifelong learning style framework is developed for members of the Baby Boomer, Generation X, and Generation Next cohorts.


In this 2008 article, the authors look at research and try to find similarities between the four generations in the workplace and discuss how employers can leverage the similarities. Instead of focusing on the generational differences, these authors discuss how individuals are alike and how those commonalities can be leveraged by management to build a more successful organization. From this perspective, they discuss workplace challenges and best practices of how to deal with those challenges.


In this 2003 article, the author pays particular attention to Generation Next and the generation gap between Generation Next and Generation X. Because it has been stated that this generation gap is going to be one of the largest gaps managers have seen, it is important that these groups and their differences are specifically discussed.


In this opinion piece from the current issue of the online HR Management report, the author discusses many of the same issues we have looked at in this program. He discusses the work styles of each of the generational cohorts and gives a few examples for each cohort of what members might struggle with in a multi-generational work environment. His report ends with suggestions for making a multi-generational workplace more amicable and discusses what managers can do to accommodate the needs and preferences of their multi-generational workers.


In this 2000 article, the author discusses traits of each of the four generational cohorts and what historical influences each cohort has faced, making them who they are today. She goes on to discuss guidelines that should be considered when developing learning activities for members of each cohort.


In this 2007 study of 447 subjects, the researchers use generational cohort theory to define and describe the differences that managers are seeing in workers in today organizations regarding their feelings on the most important characteristics of managers. They also describe characteristics of each cohort. Through their study, they show that generational cohorts’ differences actually have any impact in the
workplace and contend that the leadership and management styles of the different generational
cohorts differ enough to cause conflict.

Twenge, J., Konrath, S, Foster, J., Campbell, W. K., & Bushman, B. (2008). Egos inflating over time: A cross-
temporal meta-analysis of the narcissistic personality inventory. *Journal of Personality, August, 76*(4), 875-
901.

This 2008 study is a continuation of a study that has been preformed over an almost 30-year period. In
that time (1979 – 2006), researchers have measured the narcissism levels of a total of 16,475 college
students. They have found a sharp rise in narcissism over that period.


In this 2005 study, the researchers aimed to confirm that Taiwan’s workers saw the same generation-
gap differences that have been seen in the western world. Much like in the Western world, they found
specific differences between Baby Boomers and Generation Xers regarding their attitude towards work,
work expectations, and work values when looking at groups in the manufacturing industry.


Jeffrey Zaslow deepens our understanding of the work discussed in the Twenge study mentioned earlier
in this bibliography by exploring what the raised narcissism levels of Generation Next will mean to
individual employers and managers.


In this much-sited 1999 article, the group explores the four generational cohorts in today’s workforce
and discusses training tips for those that have this mix of individuals in their training session. They
discuss the basic traits of each of the generational cohorts and give tips directed at helping managers
and trainer satisfy the learning needs of each individual in a development capacity.


In this book, the authors discuss the four generations currently in the workplace, how to manage and
motivate members of each generation, and strategies that should be used for recruiting and mentoring
each.
Managing in a Multi-Generational Workplace

Workshop Evaluation Form

Your thoughtful evaluation of this program will help me greatly in planning future programs. I am interested in your observations and suggestions regarding this experience and the program administration, and content. As you complete the following pages of this evaluation, I am particularly interested in your thoughts with respect to:

UNDERSTANDING: Do you feel that you have a clearer understanding of the topic covered? This does not mean that you feel like an expert, but that you feel better able to deal with others on this subject.

APPLICATION TO YOUR CAREER: To what extent do you feel you have gained useful knowledge and skills? Consider potential uses on future jobs as well as your current one.

EFFECTIVENESS OF THE FACILITATOR: How effective was the facilitator on organization, clarity of explanation, pace of presentation, encouraging interaction, knowledge of subject and ability to hold attention?
## Facilitator Evaluation

**Workshop Title:** Managing in a Multi-Generational Workplace  
**Facilitator:** Angela L.M. Stopper  
**Date:** xxx

<table>
<thead>
<tr>
<th></th>
<th>Not Effective</th>
<th>Moderately Effective</th>
<th>Very Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The facilitator's method of presentation was:</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>2. My understanding of the subject matter has:</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>3. The value of the material presented was:</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4. The facilitator's preparedness and depth of subject knowledge was:</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5. My ability to apply the knowledge and skills covered to my present and future career has:</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
Overall Evaluation

1. What is your overall evaluation of this workshop?
   - Outstanding
   - Very Good
   - Good
   - Fair
   - Poor

2. Would you recommend this workshop to others in your organization?
   - Definitely
   - Probably
   - Possibly
   - Probably Not
   - Definitely Not

3. How were your original expectations of the workshop met?
   - Program exceeded expectations
   - Program met expectations
   - Program did not meet my expectations
4. How would you evaluate the workshop in terms of:

<table>
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<tr>
<th>Area</th>
<th>Not Effective</th>
<th>Moderately Effective</th>
<th>Very Effective</th>
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<tbody>
<tr>
<td>a. Overall quality of instruction</td>
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<td>b. Overall learning atmosphere</td>
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<td>c. Appropriate balance of theory and practical application</td>
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<tr>
<td>d. Fulfillment of stated workshop objectives</td>
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<td>e. Fulfillment of personal educational objectives</td>
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<td>f. Applicability to my present job responsibilities</td>
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<tr>
<td>g. Applicability to my overall professional development</td>
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</tbody>
</table>

5. Compared to your general level of job responsibility, which executive level do you feel would benefit most from this workshop?

- Superiors
- Peers
- Subordinates
6. Please list the most significant aspects of the workshop in terms of your personal and professional development:

7. Are there topics/activities you think should be added to this workshop?

8. Are there any topics you would remove from the present workshop to make room for those presented in the preceding question?

9. In retrospect, was there any additional information concerning content or logistics that would have helped you prepare for this workshop? If yes, please explain.

10. Additional Comments: