



**Please Respect My Generation!
5 Generations At Work**

Facilitator's Guide

PREVIEW

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PREVIEW

Introduction

Please Respect My Generation is a comprehensive training program designed to address discrepancies, stereotypes and disrespect based on generations in the workplace. This program covers FIVE generations working side by side in today's workplace—Generation 9/11, Millennials, Generation X, Baby Boomers and Traditionals. There are two suggested training schedules included.

Accompanying this guide is a range of Reproducible quizzes, Pre/Post-assessment tests and Role-playing scenarios. A PowerPoint presentation may also be used throughout the session to reinforce your training points. Please note that the PowerPoint slideshow is customizable to maximize your training.

PREVIEW

GENERAL TRAINING PREPARATION

Keep in mind these friendly reminders before training begins.

- **MAKE SURE THAT EVERYONE IS AWARE OF THE PLACE, TIME AND DAY OF THE TRAINING SESSION.**
- **PROVIDE PENS, PENCILS AND EXTRA COPIES OF THE REPRODUCIBLE MATERIALS.**
- **GO OVER THE DISCUSSION POINTS CAREFULLY SO THAT YOU ARE COMFORTABLE GETTING CONVERSATIONS STARTED.**
- **MAKE SURE THE TRAINING AREA IS CLEAN, WELL-VENTILATED AND AT A COMFORTABLE TEMPERATURE.**
- **REMEMBER TO NOT SCHEDULE TRAINING SESSIONS CLOSE TO ESSENTIAL BREAK TIMES, SUCH AS LUNCH.**
- **ASK ALL PARTICIPANTS TO PLEASE TURN OFF THEIR CELL PHONES AND OTHER DEVICES SO AS NOT TO DISRUPT THE TRAINING SESSION. (DON'T FORGET TO TURN YOURS OFF, TOO!)**
- **IF POSSIBLE, HAVE WATER AVAILABLE FOR YOURSELF AND OTHERS. A WATERCOOLER WOULD BE GREAT.**
- **REMEMBER TO BE POLITE, POSITIVE AND RESPECTFUL, AND MAKE SURE THE PARTICIPANTS ARE, TOO.**

SUGGESTED TRAINING SCHEDULE 1 (3-4 HOURS)

1. Open the training session by introducing yourself and explaining what the training session is about. Make sure everyone has copies of the **Reproducible Materials** and the **Pre-Assessment Test**.
2. Start PowerPoint slide 1, and administer the **Pre-Assessment Test**. Allow enough time for everyone to finish the test and put it away.
3. Play **Chapter 1—Introduction**. Begin *Please Respect My Generation Discussion Points* discussion.
4. Advance PowerPoint to slide 2: **GENERATION 9/11**. Play **Chapter 2—Generation 9/11**.
5. Administer the **GENERATION 9/11—“YOUR TAKE” QUIZ**. When finished, go over the quiz and discuss trainees’ responses.
6. Advance PowerPoint to slide 3. Discuss some or all of the **Generation 9/11 Talking Points**.
7. Begin the **PERSONAL STORIES: THE GOOD AND THE BAD** discussion. Encourage trainees to share stories they’ve witnessed or have been a part of. Take time to discuss why these stories are positive or negative, and how they affected the workplace.
8. Advance PowerPoint to slide 4: **MILLENNIALS**. Play **Chapter 3—Millennials**.
9. Administer the **MILLENNIALS—“YOUR TAKE” QUIZ**. When finished, go over the quiz and discuss trainees’ responses.
10. Advance PowerPoint to slide 5. Discuss some or all of the **Millennials Talking Points**.
11. Begin the **PERSONAL STORIES: THE GOOD AND THE BAD** discussion. Encourage trainees to discuss stories they’ve witnessed or have been a part of. Discuss why these stories are good or bad, and what could have been done to change them using respect.

12. Advance PowerPoint to slide 6: **GENERATION-X**. Play **Chapter 4—Generation X**.
13. Administer the **GENERATION X—“YOUR TAKE” QUIZ**. When finished, go over the quiz and discuss trainees’ responses.
14. Advance PowerPoint to slide 7. Discuss some or all of the **Generation X Talking Points**.
15. Begin the **PERSONAL STORIES: THE GOOD AND THE BAD** discussion. Encourage trainees to discuss stories they’ve witnessed or have been a part of. Discuss why these stories are good or bad, and what could have been done to change them using respect.
16. Advance PowerPoint to slide 8: **BABY BOOMERS**. Play **Chapter 5—Baby Boomers**.
17. Administer the **BABY BOOMERS—“YOUR TAKE” QUIZ**. When finished, go over the quiz and discuss trainees’ responses.
18. Advance PowerPoint to slide 9. Discuss some or all of the **Baby Boomers Talking Points**.
19. Begin the **PERSONAL STORIES: THE GOOD AND THE BAD** discussion. Encourage trainees to discuss stories they’ve witnessed or have been a part of. Discuss why these stories are good or bad, and what could have been done to change them using respect.
20. Advance PowerPoint to slide 10: **THE TRADITIONALS**. Play **Chapter 6—Traditionals**.
21. Administer the **TRADITIONALS—“YOUR TAKE” QUIZ**. When finished, go over the quiz and discuss trainees’ responses.
22. Advance PowerPoint to slide 11. Discuss some or all of the **Traditionals Talking Points**.

23. Begin the **PERSONAL STORIES: THE GOOD AND THE BAD** discussion. Encourage trainees to discuss stories they've witnessed or have been a part of. Discuss why these stories are good or bad, and what could have been done to change them using respect.
24. Advance PowerPoint to slide 12. Play **Chapter 7—Conclusion**.
25. Begin **WHAT CAN I DO?** Discussion Points. Trainees can refer to their handouts.
26. Advance PowerPoint to slide 13, the end. Administer the **Post-Assessment Test**. Have trainees grade their own papers by comparing their original answers. Discuss how the training helped their perception of understanding generational issues and the role of respect in the workplace.
27. Divide the trainees into groups of two or three individuals and begin **Role-Playing Scenarios**. Monitor the groups to make sure their responses are correct, and if they are not, correct them as they go along.
28. After the **Role-Playing**, ask if anyone has questions. If not, end the training session. Congratulations on a successful training session!

SUGGESTED TRAINING SCHEDULE 2 (1-2 HOURS)

1. Open the training session by introducing yourself and explaining what the training session is about. Hand out the **Pre-Assessment Test** and have participants fill it out. Collect the tests after everyone has finished.
2. Open with general discussion using the ***Please Respect My Generation Discussion Points***.
3. Begin the program and watch the entire video.
4. Have participants take the “**Your Take**” **Quiz** for each generation as you reach it through discussion. Discuss the answers given and how they could be different.
5. Begin the **PERSONAL STORIES: THE GOOD AND THE BAD** discussion for each generation as you reach it. Encourage trainees to discuss stories they’ve witnessed or have been a part of. Take time to discuss why these stories are positive or negative, and how they affected the workplace.
6. After discussing each generation, hand out the **What Can I Do? Reproducible** and go over the importance of each point.
7. Hand out the **Post-Assessment Test** and have participants fill it out. Discuss the different answers since seeing and discussing the program.
8. Divide the participants into groups of two or three individuals and begin **Role-Playing Scenarios**. Monitor the groups to make sure their responses are correct, and if they are not, correct them as they go along.
9. After the **Role-Playing**, ask if anyone has questions. If not, end the training session. Congratulations on a successful training session!

FACILITATOR'S NOTES

Lined area for notes.

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Please Respect My Generation! Discussion Points

The following questions/discussion points serve to relax the participants and to get them comfortable talking aloud with you and each other. Try not to put people on the spot, but allow them to volunteer information.

1. To what generation do you belong?

Ask attendees if they would like to say what generation they belong to. Ask what traits make up his or her generation.

2. What are other generation names that you know?

Again, allow the participants to bring up different generations, such as Baby Boomers, Generation X, etc.

3. What traits do you feel defines other generations—good or bad?

This is a great place to start seeing signs of stereotypes or stereotyping of other generations. Perhaps ask why they feel their beliefs are justified.

4. Do you feel you judge people based on what generation they belong to? Do you do this unconsciously at all?

Help encourage answers, and see if participants can understand when they've been stereotyped or treated disrespectfully based on their age.

5. Do you feel like you are associated with a generation to which you don't belong? Why would that be?

This question helps show that people born at the end or beginning of a generation can have different traits.

6. Why do you think that specific generations have specific traits associated with them?

This is another good way to introduce the idea that our times shape how we function and feel in the world.

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GENERATION 9/11

GENERATION 9/11 DISCUSSION POINTS

What different things influenced Generation 9/11?

Obviously they were affected by the events of 9/11, but they have also had to grow up in an unfriendly global economy and wars or threats of war.

What traits did Generation 9/11 acquire because of those events?

They became distrustful and very cautious. At the same time, they also had to develop a sense of resolve that they would make it in the future.

What negative attitudes and behaviors do other generations think of when considering Generation 9/11?

They think of them as obsessed with technology and flighty, which is not respectful.

How should we not speak to Generation 9/11?

Because they are very young, some people have a tendency to talk down to them or to talk to them in a childish manner. This is not how we should talk to them.

How do many individuals of Generation 9/11 feel about the future?

They may feel hopeless or wary about the future. They may experience "future fear."

How should we communicate with Generation 9/11?

We should be supportive and positive, as with any generation.

GENERATION 9/11

Administer the **“YOUR TAKE” Quick Quiz**. The Master Key follows below.

1. In general, when were members of Generation 9/11 born?

Generation 9/11 begins around 1991 and after.

2. What are some common traits of Generation 9/11?

They are entering the workplace at a younger age. They have no real life experience not being in a society at war or in a tough employment market. They are realists: they may not be hopeful about the future. They are very dependent on technology, and it is a part of their work and social lives.

3. What circumstances helped define Generation 9/11?

War and a difficult economy, including a high unemployment rate.

4. What differentiates Generation 9/11 from the Millennials?

The Millennials grew up in a robust economy and a generally positive climate. Generation 9/11 grew up in a more unstable economy and may have less opportunities in general.

5. What traits do Generation 9/11 share with Traditionals?

They tend to be more fiscally responsible, with a distrust toward the future.

PERSONAL STORIES: The Good and the Bad

Generation 9/11

At this point, try to engage participants to share their own stories about stereotypes, positive and negative instances where generational clashes occurred and any other stories that involve generations, whether it involves them or another person or persons.

Use these stories to discuss positive ways in which the problems could have been solved or a negative situation turned into a positive one through understanding and respect.

Here are a couple of examples to start you off:

“My older manager refused to give me any real responsibility so that it felt like I wasn’t showing my true value. He called me ‘kid’ all the time, like I was ten years old.”

“I just didn’t trust someone that inexperienced to be a part of the team, so I admit, I made things hard for him. He ended up leaving for another job at our competitor’s. Turns out he was a great employee. My loss.”

MILLENNIALS

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MILLENNIALS DISCUSSION POINTS

What was one of the most influential things for the Millennials?

This was the generation that really grew up with advanced technology that helped define work and their social lives.

What are some common traits of Millennials?

This generation is very free-thinking and opinionated. They tend to be more socially conscious.

What gave Millennials a sense of confidence that may be missing from Generation 9/11?

Most grew up and started work in a strong economy, and an environment very hopeful about the future.

What are some things Millennials desire in the workplace?

Creative, non-linear workplaces attract Millennials.

How do many Millennials feel about the future?

For the most part, they are extremely confident and expect to be challenged or they may seek other work.

How can we help understand Millennials?

We need to keep in mind that technology is an extremely important part of their work and social lives. Keep them challenged and let them multitask.

THE MILLENNIALS

Administer the **“YOUR TAKE” Quick Quiz**. The Master Key follows below.

1. In general, when were Millennials born?

They were born around 1977 to 1990.

2. What trait(s) commonly defines the Millennials?

They use technology extensively. And they pay significant attention to their social lives.

3. How do their social and work lives interrelate?

They desire flexibility with work to help accommodate their social lives.

4. How can we help Millennials do well in the workplace?

We can give them clear instructions and let them multitask.

5. What traits do Millennials share with Generation 9/11?

They are usually the youngest workers, they share technological interests and they have active social lives.

PERSONAL STORIES: The Good and the Bad

MILLENNIALS

At this point, try to engage participants to share their own stories about stereotypes, positive and negative instances where generational clashes occurred and any other stories that involve generations, whether it involves them or another person or persons.

Use these stories to discuss positive ways in which the problems could have been solved or a negative situation turned into a positive one through understanding and respect.

Here are a couple of examples to start you off:

“All I wanted was to adjust my schedule so I could attend my Spanish class, but it wasn’t allowed. I wasn’t asking for time off. But a couple people who need time each week to take their kids to an extracurricular activity had no problem adjusting their schedule whenever they needed to. I don’t get it.”

“I assumed he was playing on his phone and I had a meeting with him about it. Turned out he was doing work on it. Like a computer. He had taken dozens of pictures of our competitor’s advertising and price pointing. I kind of felt like an idiot.”

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GENERATION X

GENERATION X DISCUSSION POINTS

What is a common misconception about Generation X?

That they are slackers and lazy. In fact, they are hard workers.

Why did Generation X learn to be self-sufficient?

They were reared by Baby Boomers who worked long hours.

What other events affected Generation X?

Because of a rise in divorces and single parenting, many of them had to learn to fend for themselves, which helped make them very confident.

How does Generation X bridge the gap between Millennials and Baby Boomers?

They helped change the workplace from a military, hierarchical model to a more open, less-structured environment.

What helps Generation X in the workplace?

They need and desire efficiency. Give them straightforward instructions and deadlines.

Like Millennials, what workplace trait is important to Generation X?

Generation X needs flexibility between work and a social life. They dislike rigid and inflexible schedules. They have a strong sense of balance between work and the rest of their life and will usually do what they need to achieve that balance.

GENERATION X

Administer the **“YOUR TAKE” Quick Quiz**. The Master Key follows below.

1. In general, when were Generation Xers born?

Generation X began around 1965 to about 1976.

2. What traits of other coworkers might annoy Generation Xers in the workplace?

Not living up to the standards of their position. Being inflexible.

3. If a Generation X coworker seems impersonal or rude, what else could be occurring?

Being efficient and getting work done quickly.

4. What kind of work environment did Generation X help usher in?

They ushered in a more open and creative workplace that helped replace a militaristic model.

5. What traits do Generation X share with Millennials?

They both appreciate the more flexible and less militaristic, hierarchical model that Generation X helped create in the workplace.

PERSONAL STORIES: The Good and the Bad

Generation X

At this point, try to engage participants to share their own stories about stereotypes, positive and negative instances where generational clashes occurred and any other stories that involve generations, whether it involves them or another person or persons.

Use these stories to discuss positive ways in which the problems could have been solved or a negative situation turned into a positive one through understanding and respect.

Here are a couple of examples to start you off:

“We were doing a project that could have been shared across our entire department, and then put back together had we all been working on individual components at the same time. But my Boomer coworker who headed the project insisted that she and I do all the work, top to bottom. It really isn’t my style of working and we ultimately didn’t do a good job. It was disappointing.”

“For myself, and I guess because I am a Generation Xer, I expect people to live up to their positions. If you can’t do your job, then move out of the way and let someone who can do the job, do it. I don’t know, I just quickly lose respect for someone who is incompetent at his or her job because it affects my job.”

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Baby Boomers

BABY BOOMERS DISCUSSION POINTS

What events affected the Baby Boomers?

They were born in the successful years of an active economy following World War II. Their parents wanted them to have much better lives and instilled in them a desire to succeed.

Name a couple of things about the Baby Boomer generation.

They were the largest generation at their time, and the most educated.

What is a consistent theme and trait of the Baby Boomers?

Their strong work ethic and their belief that hard work and long hours are tangible means of climbing the ladder of success.

How should we communicate with Baby Boomers?

In a straightforward but compromising manner. Remember their work ethic when dealing with them.

How was the Baby Boomers' style of leadership changed by Generation X?

It went from a militaristic vertical style to a more open, creative horizontal style.

BABY BOOMERS

Administer the **“YOUR TAKE” Quick Quiz**. The Master Key follows below.

1. In general, in what years were the Boomers born?

The Baby Boomers were born around 1946 through 1964.

2. What do Boomers value highly in the workplace?

The Boomers value a high work ethic and believe that working longer hours makes them more valuable.

3. Name a couple of things that Boomers appreciate being told?

They really need to hear that they are needed and valuable. They expect their hard work to be noticed and appreciated.

4. How do Boomers need to communicate to other generations?

They need to be upfront, give clear instructions and give specific deadlines.

5. What did the Boomers usher in for other generations?

Their generation fought for many of the social and employee rights that we enjoy today.

PERSONAL STORIES: The Good and the Bad

BABY BOOMERS

At this point, try to engage participants to share their own stories about stereotypes, positive and negative instances where generational clashes occurred and any other stories that involve generations, whether it involves them or another person or persons.

Use these stories to discuss positive ways in which the problems could have been solved or a negative situation turned into a positive one through understanding and respect.

Here are a couple of examples to start you off:

“I felt like the younger employees were taking too much personal time, and that I’d kind of lost control. Control makes me feel much more comfortable, you know? So I talked to them about it, and it turned out they weren’t taking extra time off, just doing it at different hours of the day. We compromised, and now we have a chart showing when and why they need different schedules.”

“I thought my Boomer manager was way too rigid and that he expected me to work as hard and with as many long hours as he did. Turned out I was right. He was constantly dissatisfied when I left at the end of the day, called me to work on the weekend. I tried to explain that I work just as hard, but I have a life, too, besides work. It didn’t work. I ended up transferring out of his department.”

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TRADITIONALS

TRADITIONALS DISCUSSION POINTS

What are some concerns of Traditionals in the workplace?

They may fear that their younger coworkers wish they would leave to make room for the younger generations. They may also feel stereotyped as too old to still do a good job, for example, as not being able to understand new technologies.

What about the Traditionals makes them valuable?

The Traditionals grew up in a world that no longer exists, so they can appreciate the significance of change. They have meaningful life experience that should be taken advantage of.

How did a radically changing workplace affect the Traditionals?

It made them adapt, and become more adaptable more quickly to changes in the workplace. They understand how to do things in many different ways.

How should we treat the Traditionals?

Just like every generation: with respect and understanding.

In general, what kind of value systems may Traditionals have?

They may be fiscally and socially conservative. We must remember that the world has changed radically in their lifetime.

TRADITIONALS

Administer the “**YOUR TAKE**” Quick Quiz. The Master Key follows below.

1. In general, in what years were the Traditionals born?

The Traditionals were born around 1930 to 1945.

2. Why are so many more Traditionals still in the workplace?

They could be there for several reasons, such as financial difficulties or simply because they enjoy working.

3. What childhood circumstances helped shape them?

War and the Great Depression probably had a big effect on them. They may have grown up without much money or many job opportunities.

4. What traits did that kind of childhood help shape?

It may have helped make them more fiscally responsible and morally conservative, traits many have today.

5. What are some stereotypes about Traditionals?

That they are too old to learn, that they can't keep up with technology, that they can't do their jobs as effectively anymore and that they distrust younger generations.

PERSONAL STORIES: The Good and the Bad

TRADITIONALS

At this point, try to engage participants to share their own stories about stereotypes, positive and negative instances where generational clashes occurred and any other stories that involve generations, whether it involves them or another person or persons.

Use these stories to discuss positive ways in which the problems could have been solved or a negative situation turned into a positive one through understanding and respect.

Here are a couple of examples to start you off:

“A younger coworker actually complained about me one day to our manager, said I was holding her back, wasn’t fast enough, so the manager oversaw us for a few days. I was clearly doing a good job. My coworker never said anything else about it. I think she just wanted someone more her age to work with.”

“This is embarrassing, but I actually called an older coworker gramps one time. That was a big mistake; the guy kind of went off on me, and I deserved it.”

WHAT CAN I DO?

There are many things you can do to keep generational issues or biases out of your workplace. Remember the following:

First, understand that our generation, like our ethnic traits or other personal characteristics, help make us who we are. These differences contribute to a diverse and vibrant workplace.

Respect those differences.

Try to understand those differences and think positively about them.

Treat others with respect at all times.

Try to avoid all stereotypes, be they negative or positive.

Remember that all traits of a generation may not apply to everyone in that generation.

Try to be flexible with others.

Explain to others why it is wrong if you feel that you're being stereotyped.

Try to learn from each other what each generation has to offer.

Pre/Post-Assessment Test—Facilitator, allow the test takers to fill in as much as they can. You can revisit this test and have employees check their new answers against their previous ones to stimulate discussion.

1. What one or two words do you associate with each generation?

Generation 9/11

Millennials

Generation X

Baby Boomers

Traditionals

2. Can you think of any generational stereotypes, negative or positive, that you may encounter in the workplace?

3. Do you believe you have generational biases yourself. If so, what are they?

4. What is your generation, and what are some traits associated with it?

- 5. Should we treat each generation differently? Or the same? Explain.**

- 6. Do you feel singled out because of your generation? Why and how?**

- 7. Do you single out specific generations, and consider them as a group negatively or positively? Which one(s) and why?**

- 8. Is there one way all generations should be treated?**

- 9. Do you feel there are generational issues in your workplace? Can they be solved and how?**

- 10. Can you explain why each of the five generations has the traits, stereotypes and reputation it has?**

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