STATECIVILSERVICE
COMPREHENSIVE PUBLIC TRAINING PROGRAM

CREATING SUCCESS
IN OUR MULTIGENERATIONAL
TEAM

PARTICIPANT
TRAINING MANUAL
REVISED 09/20/2018

CREATING SUCCESS IN OUR MULTIGENERATIONAL TEAM

COURSE DESCRIPTION

This course is an opportunity to discover key points of difference between the generations in your workplace and create tools and techniques that will help address these challenges.

LEARNING OBJECTIVES

By the end of the workshop, attendees will be able to:

- Address specific challenges of dealing with a multigenerational workplace
- Implement team expectations that create structure and a standard of operations
- Create communication methods that address multiple generations

COURSE OVERVIEW

What are some of the most common challenges in today's multi-generational work environment?

Organizational Culture

How an organization welcomes new team members, the level of formality of operations and communications, and the openness to new ideas are all parts of the organizational culture. Finding ways to address each generation's needs will make the entire organization more productive.

Communication Style

Consider phone calls, emails, texts, instant messages, and tweets, and then add the considerations of informal language, abbreviations, and emojis, and there are more opportunities for miscommunications than ever before.

Negative Stereotypes

Every generation has its own descriptions of other generations, and many of those are not complimentary. Which ones do you recognize? Entitled. Stuck in their ways. Tech-obsessed. Lazy. Workaholics. Outdated. Everybody gets a Trophy. Overeager.

Cultural Expectations

The typical workplace is changing and this shift can be uncomfortable for those who are settled in their traditional roles. Time spent in the office is starting to be seen as less important than productivity. Additionally, younger generations expect a healthy work-life balance. This can be in direct contrast to what has always been rewarded in the workplace.

In this course, attendees will look at these and other workplace challenges, determine methods to assess and analyze specific challenges they are facing, and they'll practice ways to communicate and incorporate changes to ensure that all generations understand what is expected of them.

TRADITION-ALISTS (through 1945)	BOOMERS (1946-1964)	GENERATION X (1965-1981)	MILLENNIALS (1982-1994)	GENERATION Z (1995-)

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SELF-ASSESSMENT

For each group of four statements, place a check in the first column of the statement that you most agree with.

Check		COMMUNICATION	
	1.	I prefer to write a memo or send a letter. When there's a speech, I watch it live. I call meetings for in-depth communication.	
	2.	I send an email or an instant message. I'll get a summary of the speech online. I like to meet virtually.	
	3.	I write memos, but I use distribution lists for efficiency. I pick up the phone. I set appointments for communicating important information.	
	4.	I prefer text messages or instant messages and yes, I leave out the vowels sometimes. I'll replay a speech online. I think social networking is a good method of communication and networking.	

		DECISIONS	
	1.	Whoever is most savvy on the topic decides.	
	2.	The boss decides.	
	3.	We work through the options and decide together.	
	4.	We follow a process and the boss ultimately decides.	

		DRESS CODE	
	1.	What's the big deal over dress code?	
	2.	I'd prefer casual at work, but it's not worth the fight.	
	3.	I wear the expected dress at work, and casual at home.	
	4.	Formal dress shows respect in and out of the workplace.	

		FEEDBACK	
	1.	If you do anything wrong, the boss will let you know.	
	2.	Annual performance appraisals allow employees to know where they stand.	
	3.	Score me on the screen like a video game, so there's instant feedback.	
	4.	People who respect each other don't need a form or meeting, they just say what they think.	

		FUN AT WORK	
	1.	I'll get more done if we have fun.	
	2.	It's work. Quit trying to make it something that it's not.	
	3.	The work itself is fun.	
	4.	I'll relax once the work is done.	

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SELF-ASSESSMENT

For each group of four statements, place a check in the first column of the statement that you most agree with.

		LOYALTY	
	1.	Job hopping is the kiss of death for your career.	
	2.	Leaving is necessary in some situations.	
	3.	Leaving is often necessary to get ahead.	
	4.	Why leave? Just do a different job right here.	

		MEETINGS	
	1.	If meetings are not relevant and do not keep moving, I will multitask.	
	2.	I'm used to infrequent meetings where the boss talks and we listen.	
	3.	I prefer infrequent meetings where only the boss talks.	
	4.	Meetings are okay, but if I don't get to interact, I may interrupt.	

		POLICIES	
	1.	If it doesn't make sense, I'll assume it's a guideline.	
	2.	Rules are made to be broken.	
	3.	Let's create a policy so everything runs smoothly and is fair for everyone.	
	4.	Everyone needs to do what they're asked.	

		RESPECT	
	1.	I will figure out the hierarchy and find my place.	
	2.	I will give respect to those who "get it" and take me seriously.	
	3.	I will give you respect if you prove to me you deserve it.	
	4.	I can work my way up to a position that gets respect.	

		WORK ETHIC	
	1.	It's a 24/7 world. I'll leave at 5:00. I can log on tonight if I need to.	
	2.	Work what's required. Take it home if you have to.	
	3.	Work the day. Stay late with overtime if needed.	
	4.	Work the day and then take it home.	

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GENERATIONAL OVERVIEW

GENERATION	INFLUENCED BY	COMMONLY SHARED VALUES
TRADITIONALISTS (through 1945)	• Great Depression • Success of large government in infrastructure, medicine, and education • WWII Victory • Move to the suburbs • Growth of newspapers, radio, and automobile	• Follow chain of command • Always faithful—motto • Save money, avoid credit • Confidence in experts, leaders, and government • Private with personal details • Formal in dress and language
BOOMERS (1946-1964)	• Surge of births at WWII • Robust economic expansion • Television • Rock and roll • Generation gap developed • Vietnam, civil rights, Watergate • Standardization in schools • Influenced by peers, schools, and media as much as by parents	• High expectations: idealistic and optimistic • Motto: Do your own thing • Challenge the status quo, question authority • Competitive due to huge size of generation, but with an emphasis on fairness • Process and procedure orientation • Workaholic • Focus on self-improvement, psychology, and potential
GENERATION X (1965-1981)	• Divorce and latch-key children • Layers of middle management eliminated • Loss of manufacturing jobs and high interest rates • Global economic competition • Computers at home • Zero-tolerance schools	• Surrounded by larger generations, so less influence politically and economically • Expect bad things, but know they can work through it • Motto: Get real • Choose their close relationships • Have seen organizational loyalty doesn't pay off • First generation in America to believe they will be less well off than parents • Prefer email to phone
MILLENNIALS (1982-2000)	• Larger than Boomers • Pervasive technology and media • Boomer parents emphasized self-esteem • School shootings and 9/11 • Planned leisure activities in childhood • Explicit reporting of public figures' personal lives • Expected a toy with their meal • Went through school in teams	• Will have 4-5 careers • Raised with positive enforcement and lots of choices • Realize life could end at any moment, so they want to make a difference • Realistic • Informal and good at multitasking • Motto: Believe in yourself • Huge voting block • Expect things at work to be right • Comfortable in networks
GENERATION Z (1995 -2012)	• True digital natives: 4D and social media integration into business • Self-branding and individualism important • "Philanthrokids": Socially and politically active • Most diverse generation	• They are willing to work their way up • They'd love for their hobby to become their job • They feel pressure to gain professional experience in high school • They prefer face-to-face communication with colleagues

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IDENTIFYING GENERATIONAL CHALLENGES

- Use this page to take notes as we discuss the challenges we are experiencing related to each of these topics.
- You can also add more of your own personal challenges and experiences.
- You'll use this information in upcoming activities.

CHALLENGES	NOTES
COMMUNICATION	
DECISION MAKING	
DRESS CODE	
FEEDBACK	**How would you deliver the message?** _____

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CHALLENGES	NOTES
MEETINGS	
POLICIES	
RESPECT	
WORK ETHIC	

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DEFINE CHALLENGE POINTS

YOUR GROUP'S TASK

- Create a clear and specific definition for your assigned challenge points as they apply to the workplace.
- You can use your notes from class discussion and your group's input to create a definition that explains the importance and effect of each area on the workplace.

COMMUNICATION	MEETINGS
DECISION MAKING	**POLICIES**
DRESS CODE	**RESPECT**
FEEDBACK	**WORK ETHIC**

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CREATE EXPECTATIONS

YOUR GROUP'S TASK

- Create 2-3 expectations to address the individual challenge points. What actions are team members expected to do to support the definition you created in the previous activity?

Challenges	Expectations
COMMUNICATION	
DECISION MAKING	
DRESS CODE	
FEEDBACK	
MEETINGS	
POLICIES	
RESPECT	
WORK ETHIC	

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TRANSLATE EXPECTATIONS

YOUR GROUP'S TASK

- Script a complete explanation of one of your expectations that could easily be understood by others, no matter what generation.

- Be prepared to try out your explanation on the rest of the class.

COMMUNICATION	MEETINGS
DECISION MAKING	**POLICIES**
DRESS CODE	**RESPECT**
FEEDBACK	**WORK ETHIC**

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CHALLENGE WORKSHEET: A TOOL TO ANALYZE AND ADDRESS CHALLENGES

SECTION	CONSIDERATIONS	ANSWERS
CHALLENGE POINT	Describe the specific action that is occurring.	
ASSESSMENT	What is the result of this action? Why does this need to be addressed? Is it Necessity or Preference?	
ANALYSIS	What are possible reasons this is happening?	
DESIRED OUTCOME	What is the best possible outcome in this situation?	
BRAINSTORMING	What kinds of actions would produce this positive outcome?	
DECISION	Which action have you determined would be most effective?	
COMMUNICATION	Write the wording would you use to communicate your recommendations.	

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I MESSAGES: A TOOL TO REMOVE EMOTION FROM DISCUSSIONS

WHAT YOU SAY…	EXPLANATION	PRACTICE SCRIPT
1. When you …	Start with a "When you…" statement that describes the behavior without judgment, exaggeration, labeling, or motives. Just state the facts as specifically as possible.	
2. I feel …	Tell how the behavior affects you and/or other people or the situation.	
3. This is important because …	Now say why you or others are affected that way. Describe the connection between the facts you observed and the feelings or actions they provoke.	
4. I would like …	Describe the change you want the other person to consider. Never use the word "but".	
5. What do you think?	Listen to the other person's response. Be prepared to compromise on a solution.	

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SAMPLE EMPLOYEE DISCUSSION A TOOL TO CREATE UNDERSTANDING

Here are ideas for questions that can be used to hold an employee discussion to learn more about your team members, no matter what generation.

Pick and choose the ones that work for you. Add ones that you feel are important in your department.

The point of this discussion is to learn more about each of your team members so that you can tailor their experiences to create a win-win for you both.

1. What are you looking for in your career?
2. What are some ways you like to be rewarded for a job well done?
3. How does a person earn your respect?
4. How do you feel about fun at work?
5. How do you think decisions should be made?
6. How do you prefer to receive feedback?
7. Are there any policies you do not understand? What questions do you have?
8. How do you feel about the training you've received? In what areas do you need more training?
9. What do you like about this workplace?
10. What are some things you'd like to change in this workplace?
11. What kinds of activities motivate you? Learning new skills? Meeting new people? Leading a project?
12. What do you feel is your biggest accomplishment in the past year?
13. What was your biggest lesson learned in the past year?
14. Give me three tips on how to communicate effectively with you.
15. What questions or comments do you have for me?

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SAMPLE TEAM EXPECTATIONS

WE AGREE TO:

COMMUNICATION

- Share information and insights whenever returning from conferences, trainings, meetings.
- Address conflict situations with other team members within one week of occurrence.
- Communicate with the person we have a conflict with, not others in the office.

DECISION MAKING

- Express disagreement with ideas, not individuals.
- Maintain confidentiality regarding disagreements expressed during the meeting.
- Listen respectfully to all ideas.

MEETINGS

- Start and end meetings on time.
- Share the agenda before the meeting.
- Avoid personal grooming (brushing hair, applying makeup, cleaning fingernails) during meetings.

DRESS

- Dress comfortably but appropriately.
- Follow office-defined guidelines for appropriate dress on regular workdays and casual days.
- Conduct self professionally when wearing agency-branded clothing outside the office.

TECHNOLOGY

- Put down cell phones and take notes when others are talking to us.
- Avoid checking for or sending text messages or e-mail messages during meetings.
- Headphones must be used to listen to music or computer audio in cubicles.

RESPECT

- Greet all visitors to office within 60 seconds of arrival.
- Use appropriate titles (e,g, Mr., Miss, Sir, Dr., etc.) when dealing with customers.
- Be on time for all appointments and meetings.

FEEDBACK

- Praise in public. Counsel in confidence.
- Communicate errors directly to the person involved.
- Offer and accept constructive criticism in a positive manner.

POLICIES

- Have at least one other person proofread all outgoing documents.
- If you are going to be late for work, text manager and email office manager.
- Explain next steps and timelines before leaving any meeting or ending phone consultations.

WORK ETHIC

- Offer assistance to other team members when we get ahead on our work.
- Ask for assistance when needed.
- If going online or making personal calls during breaks, move to a private location to avoid sending wrong messages to department visitors.

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REFERENCES & READING

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NOTES AND CONTACT INFORMATION

CPTP YouTube Channel: https://www.youtube.com/user/LAStateCivilService

CPTP Webpage: http://www.civilservice.louisiana.gov/Divisions/Training/Default.aspx

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