

HOW TO MANAGE GENERATION X EMPLOYEES



INSTRUCTOR GUIDE
4-HOUR COURSE

HRDQ[®]

HOW TO MANAGE GENERATION X EMPLOYEES

Copyright © 2008 TreeLine 2008

Published by HRDQ

2002 Renaissance Boulevard #100

King of Prussia, PA 19406

Phone: (800) 633-4533

Fax: (800) 633-3683

Web: www.HRDQ.com

No part of this publication may be reproduced or transmitted in any form or by any means except as permitted under HRDQ's End User License Agreement, and the 1976 United States Copyright Act (17 U.S.C.) sections 107 and/or 108. Inclusion in any publication, whether for commercial or non-commercial purposes, is prohibited. Requests for permission to reproduce or reuse this content outside the terms of the End User License Agreement, should be addressed to permissions@hrdq.com or (610) 279-2002.

For additional Reproducible Program Library licenses please contact the HRDQ Client Solutions Team at (800) 633-4533.

The material in this publication is provided "as is." HRDQ disclaims any warranties, expressed or implied, regarding its accuracy or reliability, and assumes no responsibility for errors or omissions. To the extent permissible by law, HRDQ accepts no liability for any injuries or damages caused by acting upon or using the content contained in this publication.

Version 2.0

Last updated May, 2008

ISBN 978-1-58854-430-8

Licensing agreement

Reproducible Program Library—End-User License Agreement IMPORTANT! PLEASE READ!

The following terms and conditions are a legal agreement between Organization Design & Development, Inc. DBA HRDQ (“HRDQ”) and You, Your organization, its subsidiaries, affiliates, and legal partners (“You”) regarding the Reproducible Program Library (“RPL”).

You may use the RPL only in accordance with the terms of this agreement as set forth below.

1. License Grant. HRDQ hereby grants You a non-exclusive and non-transferable license to download, reproduce, customize, and otherwise make use of the RPL within the terms of this agreement.

2. Proprietary Rights. The RPL is the sole and exclusive property of HRDQ and/or its authors including all right, title, and interest in and to the RPL. Except for the limited rights given to You herein, all rights are reserved by HRDQ.

3. Term. This Agreement is effective upon acceptance, and will remain in effect in accordance with the term of the license purchased. The specific term of this Agreement is defined on the sale invoice provided You at the time of purchase and available thereafter from HRDQ.

4. Authorized Use of Library. For the term of this license, You may:

Store the RPL on a computer,

Amend, edit, and change the RPL provided that all original copyright notices, and trade and service marks, remain intact and appear on this agreement and amended versions and reproductions thereof,

Print and distribute paper copies of the RPL for educational or training activities, whether with direct employees, students, agents, or clients, and,

Resell the RPL, in whole or in part, provided You have a current reseller agreement with HRDQ.

You may not:

Translate, reverse engineer, decompile, disassemble, or create derivative works based on the RPL,

Include the RPL, in whole or in part, in any publication, product or service offered for sale,

Lease or loan the RPL,

Distribute the RPL through the means of a removable storage medium, such as CD-ROM or DVD,

Copy or upload the RPL onto any bulletin board service or public Internet site, or,

Sublicense or reassign this license.

5. Termination. Failure to perform in the manner required in this agreement shall cause this license to automatically terminate and HRDQ may exercise any rights it may have. Upon natural expiry of the term, unless renewed by You with HRDQ, access to the download site will be denied and all passwords rendered inactive. Upon termination, for whatever reason, You must destroy all original and amended versions of the RPL, in any and every format, and certify as such, in writing, to HRDQ upon request. All provisions of this license with regard to the protection of the proprietary rights of HRDQ shall continue in force after termination.

6. Warranty. The RPL is provided "as is." HRDQ warrants that the RPL does not violate any copyrights, trademarks, trade secrets, or patents of any third parties. HRDQ disclaims all other warranties, expressed or implied, regarding its accuracy or reliability, and assumes no responsibility for errors or omissions. To the extent permissible by law, HRDQ accepts no liability for any injuries or damages caused by acting upon or using the content contained in the RPL. If any part of the RPL is defective in workmanship or materials, HRDQ's sole and exclusive liability, and sole and exclusive remedy for You, shall be replacement of the defective material. HRDQ's warranty shall survive the termination of this agreement. Some states do not allow exclusions or limitations of implied warranties or liability in certain cases, so the above exclusions and limitations may not apply to You.

7. Permissions. Any other use of the RPL not defined in this agreement is subject to the written approval of HRDQ.

HRDQ, 2002 Renaissance Blvd. #100, King of Prussia, PA 19406,
610.279.2002, www.hrdq.com

Instructional design and learning philosophy

We are committed to providing the best core-skills content possible for Instructor-Led Training (ILT). The following principles are applied in the development of programs:

Sound Instructional Design

All course content is developed using a variety of research techniques. These include:

- Brainstorming sessions with target audience
- Library research
- Online research
- Customer research (focus groups, surveys, etc.)
- Subject Matter Experts (SME)
- Interviews with trainers

Expert instructional designers create imaginative and innovative solutions for your training needs through the development of powerful instructional elements. These include:

- Learning objectives — effective tools for managing, monitoring and evaluating training
- Meaningfulness — connects the topic to the students' past, present, and future
- Appropriate organization of essential ideas — helps students focus on what they need to know in order to learn
- Modeling techniques — demonstrate to students how to act and solve problems
- Active application — the cornerstone to learning — helps students immediately apply what they have learned to a real-life situation
- Consistency — creates consistent instructions and design to help students learn and retain new information
- Accelerated learning techniques — create interactive, hands-on involvement to accommodate different learning styles

Application of Adult Learning Styles

Adults learn best by incorporating their personal experiences with training and by applying what they learn to real-life situations. Our experienced instructional designers incorporate a variety of accelerated learning techniques, role-plays, simulations, discussions, and lectures within each course. This ensures that the learning will appeal to all learning styles and will be retained.

Course timing

Chapter One: Four Generations at Work



Reading



Written Exercise



Facilitate



Group Activity

Type of Activity	Segment	Time
	Objectives	5
	The changing face of the workplace	15
	Rules of the work world	10
	Four generations	10
	Who do you know?	10

Chapter Two: Who is Generation X?







Type of Activity	Segment	Time
	Generation X up close	5
	What created the Gen X mold?	5
	The results What are the stereotypes?	10
	Contributions	15
	Fact or fiction?	10

Course timing

Chapter Three: Working Together

Type of Activity	Segment	Time
	Respectful communication	20
	Sticky situations	10
	Giving and receiving feedback	20

Chapter Four: Managing and Motivating Generation X

Type of Activity	Segment	Time
	Managing Gen X-ers	15
	Lighting a fire under Gen X employees	20
	The X managers	10
	Reasons to appreciate X-ers in the workplace	10
	Similarities and differences	5
	Action plan	10



Reading



Written Exercise



Facilitate



Group Activity

Contents

Licensing agreement.....	iii
Instructional design and learning philosophy.....	v
Course timing.....	vii
Course objectives.....	x
Chapter One: Four Generations at Work	
The changing face of the workplace.....	2
Rules of the work world.....	3
Four generations.....	4
Who do you know?.....	5
Chapter Two: Who is Generation X?	
Generation X up close.....	8
Contributions.....	10
Fact or fiction?.....	11
Chapter Three: Working Together	
Respectful communication.....	14
Sticky situations.....	15
Giving and receiving feedback.....	15
Chapter Four: Managing and Motivating Generation X	
Managing Generation X-ers.....	18
Manager's bag of tricks.....	19
Lighting a fire under Generation X employees.....	20
Identify motivators.....	21
The X managers.....	22
Reasons to appreciate X-ers in the workplace.....	23
Similarities and differences.....	24

Action plan.....	25
Course review	26
Course evaluation	28
Solutions for every training challenge	30

Course objectives

Successful completion of this course will increase your knowledge of and ability to:

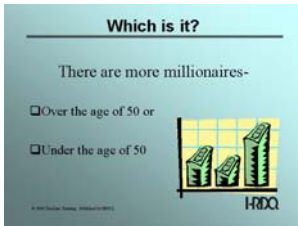
- Identify four generations in the workplace
- Review changing demographics and their impact on the workforce
- Determine the traits of Generation X
- Examine the stereotypes associated with Generation X
- Implement skills to communicate respectfully
- Adopt management techniques that are effective for Generation X
- Motivate Generation X employees
- Develop and maintain good working relationships with Generation X managers

Chapter One



FOUR GENERATIONS AT WORK

Warm up: Ask participants to guess if there are more millionaires over or under the age of 50.



Answer: There are more millionaires than ever (3.5M households have a net worth over \$1M). There are more millionaires under age 50 than there are over age 50. (from "Success & Excess," by Harriet Rubin, Fast Company, Oct. 1998).

This is evidence of the booming economy. Yet at the same time the number of available workers is dwindling.

The changing face of the workplace

There are many unique situations that combine to change the face and feel of the labor market. This country has never experienced such a dramatic change in the workforce.

The United States economy has been growing at the tremendous rate of three to four percent annually.

The number of individuals between the ages of 35 and 45 is decreasing by 15% due to the decline in birth rates from 1965–1978.

The demand for talented 35- to 45-year olds will continue to rise (projected at 25%) at the same time the available number is decreasing.

Boomers are beginning to retire and Generation X doesn't have enough people to replace those retiring.

More and more people are retiring early.

The result is fierce competition for talented individuals in the labor market.

We now work in an "employee market," meaning there are currently multiple job opportunities where employees with sought-after skill sets have the upper hand.

Shortages of skilled employees are reported throughout the service sector, including computer programming, retail, accounting, and engineering. Starting salaries in these fields are projected to be 4% higher than one year ago.

Rules of the work world

These demographic shifts have resulted in changes to workforce rules. The unspoken agreements between employers and employees have changed.

Previous	Current
Employees got: Job security Lifetime employment Regular and predictable raises Chance of promotion Second family	Employees get: Challenge Recognition High wages Chance to learn Help with personal issues Leverage
Employers got: Hard work Dedication Loyalty Predictable payroll	Employers get: Minimal loyalty No expectation of job security Guarantee of change Few opportunities to give promotions

Transition — These demographic shifts have caused many changes in the workplace, including three generations working side-by-side.

Activity — Ask participants to discuss the following questions in pairs. 1) How long have you been in the workforce? 2) What was your work like when you first entered the work force? 3) What changes have you noticed or experienced in the way work gets done?

Debrief — Ask for examples of the changes participants have experienced. Discuss what the norms and standards are in today's work world.



Activity — Tell participants to think of a problem they have experienced that they believe can be attributed to a “generation gap.” Encourage them to share their story with the person sitting next to them.

Debrief — Discuss that the “generation gap” can be reduced to a value difference and different standards of acceptable behavior.

Review the table presenting the four generations that represent today’s population. Note the large timeframe each covers, lumping people of almost a 20-year age difference into the same generation.

The Net Generation has also been referred to as Generation Y, the Echo Boom Generation, and the Nexters.

Four generations

People from four generations are working side-by-side in the workplace. All generations have something to offer the others, yet the generation gap is often cited as problematic.

Individuals in each generation have fundamentally different life experiences than those in generations before or after them. This impacts the group as a whole and serves as a commonality for them. Life experiences (including the generation they are a part of) impact the way people learn and behave.

Baby Boomers and Generation X comprise the majority of the labor force, and as a result, express the most frustration with each other. Each generation has rebelled against the previous generation.

Name	Years Born	Age in 2008
Veteran	1909 to 1945	63+ years old
Baby Boomers	1946 to 1964	44to 62 years old
Generation X	1965 to 1978	30 to 43 years old
Net Generation	1979 to present	0 to 29 years old

Who do you know?

List people you work with in the chart below.

Veteran		Boomers	
Names:		Names:	
Common characteristics:		Common characteristics:	
Generation X		Net Generation	
Names:		Names:	
Common characteristics:		Common characteristics:	

Exercise — Tell participants to list people they know in each category. Then have them consider traits or characteristics those individuals have in common.

Debrief — Point out that each group will have similarities and differences. While each generation was raised within the same economy and social times, there will always be individual differences that can also be significant.

Veterans
1909 to 1945

- Tina Turner
- Bill Cosby
- Madeline Albright
- Colin Powell
- Maya Angelou
- Paul Newman
- Rev. Jesse Jackson
- Andy Rooney
- Ronald Reagan
- Noriyuki Pat Morita (Karate Kid actor)
- Jane Fonda
- Tom Brokaw
- Diana Ross
- Sean Connery

© 2003 HRDQ Group, 08/04/03 (HRDQ)

Baby Boomers
1946 to 1964

- Bill Clinton
- Chris Everett Lloyd
- Madonna
- Andy Garcia
- Tommy Lee Jones
- John Travolta
- Janet Jackson
- Gloria Estefan
- Jim Carrey
- Bill Gates
- Amy Tan (author *Joy Luck Club*)
- Meg Ryan
- Oprah Winfrey
- John Graham
- Mel Gibson
- Rosie O'Donnell

© 2003 HRDQ Group, 08/04/03 (HRDQ)

Generation X
1965 to 1978

- Andre Agassi
- Oscar De La Hoya
- Wynton Marsalis
- Tiger Woods
- Lance Armstrong
- Calista Flockhart
- Kate Moss
- Leonardo diCaprio
- Michael Jordan
- Nancy Kerrigan
- Winona Ryder
- Tom Cruise
- Margaret Cho (comedian)

© 2003 HRDQ Group, 08/04/03 (HRDQ)

Net Generation
1979 to present

- Ron Dayne (1999 Heisman Trophy winner)
- Jennifer Love Hewitt
- Michele Kwan
- Heath Ledger (actor)
- Brandy
- Christina Aguilera
- Britney Spears
- Kerri Russell
- Christina Ricci
- Lee Ann Rimes
- Chelsea Clinton
- McAulley Culkin

© 2003 HRDQ Group, 08/04/03 (HRDQ)

