

Classroom Trainer's Outline

Managing Generational Differences at the
Department of Highway Safety & Motor Vehicles

By Karen E. Share

Time	Topic/Slide	Key Points
:05	Welcome Slide 1	Welcome participants
:10	Housekeeping details	<ul style="list-style-type: none"> • Rest rooms • Vending machines, coffee, etc. • Phones off • Break
	Icebreaker Slide 2	<p><u>Icebreaker Activity:</u> Select a card from your year of birth which lists historical events that year. Participants will take turns sharing their name, years of service with DHSMV, what they hope to learn today, and reading their card (without year).</p> <p>Debrief: we were all born into different worlds, which effects our perspective.</p>
	Benefits Slide 3	How this workshop will benefit you and DHSMV
	Learning Objectives Slide 4	<ul style="list-style-type: none"> • Explain your own generational perspective. • List common characteristics of other age groups. • Describe several ways to manage generational differences.
	Importance Slide 5	Statement of support by Executive Director (video?)
	Importance Slide 6	<p>Problems which can be caused by intergenerational conflict</p> <p><u>Class activity:</u> brainstorm problems; solicit real-life examples. Write answers on flip chart.</p> <p>Read other examples of problems that experts say can be caused by intergenerational conflict.</p>

		<p>Facilitate discussion of how intergenerational problems can affect individual and agency performance.</p> <ul style="list-style-type: none"> • In the past, how has an unresolved conflict with a subordinate or a boss affected your performance? • If no discussion, ask for examples from parents in managing their kids.
	<p>Common Characteristics Slide 7</p>	<p>Using the Job Aid, discuss characteristics of <u>Builders</u>, <u>Boomers</u>, <u>Busters</u>, and <u>Bridgers</u>, and statements that could be effectively used for dealing with them.</p>
:15	<p>BREAK Slide 8</p>	
:20	<p>Understanding Yourself Slide 9</p>	<p><u>Small group activity</u>: Break into groups of like generations. If not enough of one group, ask others to join smallest group and pretend they are that age. Groups discuss common attitudes of their age and record on flip charts. One member of each group reports out to the whole class.</p>
		<p><u>Transition Activity</u> to get class moving and switch topics.</p>
	<p>Subordinate characteristics Slide 10</p>	<p><u>Fishbowl activity</u>: Stay in the same groups from the last activity.</p> <p>One group sits in the middle of circle. The rest of class sits outside the circle and silently observes. Ask inner group to discuss any generational issues or incidents they have had with their supervisor.</p> <p>Rotate inner circle until each group has had a turn.</p> <p>Debrief activity. Any ah-ha moments?</p>
		<p><u>Transition Activity</u> to get class moving and switch topics.</p>

1:00	Effective Strategies Slide 11	<u>Role play:</u> Staying in their groups, have each group pick a card with a different workplace conflict scenario. Give groups 15 minutes to develop a skit to role play the problem and its successful resolution. One member should play supervisor, one employee, and the rest can play other employees or help create the skit. Give each group 15 minutes to present their skit to the class. Give positive feedback.
:15	Next Steps Slide 12	LDO and OPM assistance available: <ul style="list-style-type: none"> • Consultation • Mentoring Contact me, LDO, or OPM for confidential help. Any final thoughts or questions? Discussion: What is one new idea you learned that you can use at work to improve intergenerational relations?
:05	Review Learning Objectives Slide 13	<ul style="list-style-type: none"> • Explain your own generational perspective. • List common characteristics of other age groups. • Describe several ways to manage generational differences. Have we met all of these?
:05	Course evaluations Certificates Slide 14	Pass out Level 1 evaluations and participant certificates. Thank everyone for their attendance.