

Online Script

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

By Karen E. Share

Slide #	Topic/Script
1	<p>Welcome Welcome to Managing Generational Differences at DHSMV!</p> <p>First, let's explore how to navigate this course. From left to right at the bottom of the screen you will see a Play or Pause button, a slider to move through the presentation, and buttons for Mute, Full Screen, and a timer.</p>
2	<p>Benefits So, what will you get out of this course?</p> <p>Hopefully it will make you a better supervisor, improve your relationships with employees, increase productivity, and better serve our mission!</p>
3	<p>Objectives By the end of this training you should be able to explain your generational perspective, list common characteristics of other age groups, and know strategies for managing generational differences.</p>
4	<p>Importance Our Executive Director fully endorses this program. Let's hear what she has to say: [Read by Executive Director Jones]: <i>"During these times of great changes and challenges, we need to tap everyone's strengths. Future managers must be prepared to face intergenerational differences. Together, we will all succeed, and faithfully carry out our mission to the people of Florida."</i></p>
5	<p>Importance Intergenerational psychologist Constance Patterson, PhD, states, [Female voice] <i>"A lack of understanding across generations can have detrimental effects on communication and working relationships and undermine effective services."</i></p>
6	<p>For example, the older generation may question how much younger workers really know, and devalue their ability to make decisions based on limited experience. Baby boomers may believe gen Xers are too impatient and willing to throw out tried-and-true strategies. Gen Xers may consider millennials too spoiled and self-absorbed.</p> <p>Callout: <i>"He'll learn a lot playing games all day!"</i></p>

<p>7</p>	<p>On the other hand, younger employees may be baffled by older workers' tendency to quickly dismiss their new ideas and resist change. Baby boomers may view traditionalists as dictatorial and rigid, and gen Xers may view boomers as always trying to say the right thing to the right person and being inflexible to change.</p> <p>Callout: <i>"Why won't you listen to a new idea for once?"</i></p> <p>Intergenerational conflict in the workplace may keep plans, products and ideas from moving forward.</p>
<p>8</p>	<p>Know Yourself</p> <p>Think about the different decades in America. Click on a decade to read about that time period:</p> <p>1920s: Sometimes referred to as the Roaring Twenties or the Jazz Age. Prohibition agents destroyed barrels of alcohol in accordance to the 18th amendment, which made alcoholic beverages illegal throughout the entire decade. In 1927, Charles Lindbergh embarked on the first nonstop flight from New York to Paris on the Spirit of St. Louis. A crowd gathered on Wall Street after the 1929 stock market crash, which led to the Great Depression. The Women's suffrage campaign leads to numerous countries granting women the right to vote and be elected. Babe Ruth becomes the iconic baseball player of the time.</p> <p>1930s 1940s 1950s 1960s 1970s 1980s 1990s 2000s</p> <p>What attitudes reflect the decade in which you were born?</p> <p>According to Dr. Patterson, every generation is influenced by its period's economic, political and social events – from the Great Depression to the civil rights and women's movements, to the advent of television and advanced computer technologies – so it follows that generational context also may affect the way they work.</p>
<p>9</p>	<p>Common Characteristics</p> <p>The "four generations" model defines four age groups. Builders, the "greatest generation," were born between 1910 and 1945. After World War II, the Baby Boom lasted from 1946 to 1964. Generation X, or the "Busters," came on the scene between 1965 and 1984. "Bridgers," or millennials, were born from 1984 to 2002.</p>

10	<p>Common Characteristics</p> <p>Builders bring excellent strengths to a team, as they tend to be diligent and committed to resolving the issues before them. Their strong work ethic plays out in their efforts to accomplish company goals. On the down side, Builders are not usually excited about change, and many of them see technology as a nuisance.</p>
11	<p>Common Characteristics</p> <p>Boomers usually have a “can do” attitude as they strive to overcome any and all obstacles before them. They tend to value learning, which is observed in their efforts to be on the cutting edge.</p> <p>On the down side, Boomers are often considered the “Me” generation, placing heavy emphasis on acquisition of wealth and their own emotional/psychological contentment. They tend to be in favor of change only if it furthers their own personal goals, and it’s not uncommon for Boomers to be seen as a rebellious lot, challenging company policies if those policies don’t suit their needs.</p>
12	<p>Common Characteristics</p> <p>The main strengths of Busters include a concern for relationships and an interest in protecting the natural environment. This generation strongly believes that treating people with respect is more important than cranking out a product. As a result, Busters are very good at building and valuing strong relationships.</p> <p>However, with Busters, corporate goals often take a lower priority to individual goals, and corporate leaders who have large visions are viewed with suspicion. Actions that can help a business grow can be discounted if a Buster doesn’t see how the actions add value to individuals as people.</p>
13	<p>Common Characteristics</p> <p>Bridgers are often confident, ambitious, and community oriented. Having grown up totally in the computer age, they are enthusiastic and adept at incorporating technology to the workplace. Because Internet use became commonplace in their formative years, Bridgers are skilled at accessing the surplus of knowledge available to them. They have been observed to be a rather entrepreneurial and resourceful group.</p> <p>On the down side, a culture of readily-accessible information has given Bridgers a demanding attitude with little room for individual thinking or planning. Also, growing up with a bombardment of electronic entertainment, Bridgers may get easily bored if they’re not being mentally stimulated in some way.</p>
14	<p>Common Attitudes</p> <p>Keeping in mind that values drive behavior and that each of these generations have differing value systems, it only makes sense that each generation is going to see things a bit differently – and therefore needs to be valued for what each brings to the workplace.</p> <p>Click on the age group to hear common attitudes:</p>

	<p><u>Builders:</u> [Male voice] <i>When I was growing up we made sacrifices and were patient. We had heroes, like President John Kennedy. “Ask not what your country can do for you, but rather what you can do for your country.”</i></p> <p><i>“To me a desk top is made of wood. If they think I am going to walk around with a phone the size of my wallet and type all day they can take a flying leap!”</i></p> <p><u>Boomers:</u> [Female voice] <i>“All I want is a comfortable living and to be happy with myself. If I see a company policy I don’t agree with, I’ll speak up! There is no need to change things that are working just fine for me.”</i></p> <p><i>“My kids grew up with computer games. I’m no good at them because I am cautious, watching, observing and waiting for the right moment to move. I have learned how to use computers, but it’s not natural for me like it is for kids nowadays.”</i></p> <p><u>Busters:</u> [Male voice] <i>“I often question workplace expectations, such as long hours or taking work home. They need to realize that I have parental obligations and commitments. They don’t own me. I just want to be promoted quickly and make a good salary.”</i></p> <p><i>“Treating people with respect is more important than cranking out a product. And I don’t want to work for a company that is a big polluter. I want to be able to breathe the air when I get older!”</i></p> <p><u>Bridgers:</u> [Female voice] <i>“I don’t see the need to pick a single career. I will probably have nine or more different careers in my lifetime. I grew up on video games, and I learn through experimentation. If it doesn’t work, I reboot and start again.”</i></p> <p><i>“I don’t want a manager who is a lone ranger who can ride in, give directions, and lead the way to great accomplishments. Just because you have been here forever doesn’t mean you have accomplished anything. I prefer a boss who is my ally and develops a relationship that builds trust and respect for me, my abilities, and my ideas.”</i></p>
15	<p>Effective Strategies Click on the attachment link to download and print a Job Aid for future reference.</p> <p>Click statements for suggested ways to effectively relate to Builders: “Your experience is respected.” “It is valuable to hear what has worked in the past.” “You bring a lot to the table.” “How would you handle this?” “I wish I had 100 employees as dependable as you are!” “Things would be a lot better if everyone followed the rules like you do.” “You are so great at teamwork!” “I appreciate the way you can keep confidentiality.”</p>

	<p>Quiz: What is a phrase that you could use to reach out to a Builder?</p> <p>Answer: Great job!</p>
16	<p>Effective Strategies</p> <p>Click statements for suggested ways to effectively relate to Boomers:</p> <p>“You are valuable and worthy.”</p> <p>“Your contribution is unique and important to our success.”</p> <p>“I appreciate the way you get things done.”</p> <p>“Here’s what’s in it for you....”</p> <p>“I appreciate your patience and tenacity.”</p> <p>“I wish I had as much tact as you!”</p>
	<p>Quiz: What is a phrase that you could use to reach out to a Boomer?</p> <p>Answer: Good one!</p>
17	<p>Effective Strategies</p> <p>Click statements for suggested ways to effectively relate to Busters:</p> <p>“Let’s explore some options outside of the box.”</p> <p>“Your technical expertise is a big asset.”</p> <p>“I appreciate the way you get along with everyone!”</p> <p>“I appreciate that you want to get things done quickly.”</p>
	<p>Quiz: What is a phrase that you could use to reach out to a Buster?</p> <p>Answer: Great! Give it a try at work!</p>
18	<p>Effective Strategies</p> <p>Click statements for suggested ways to effectively relate to Bridgers:</p> <p>“You will be collaborating with other bright, creative people.”</p> <p>“You have really rescued the situation with your commitment.”</p> <p>“I appreciate the way technology comes so naturally for you.”</p> <p>“I wish I could balance work and home as well as you do.”</p> <p>“I appreciate the way you question the way things have always been done and challenge us to find new and better ways.”</p> <p>“I am amazed at how well you multi-task.”</p> <p>Now let’s see what you have learned in this course!</p>
	<p>Quiz: What is a phrase that you could use to reach out to a Bridgers?</p> <p>Answer: I think you’ve got it</p>
	<p>Test Your Knowledge</p> <p>What are the four generations defined in this course?</p> <p>A. Traditionalists, baby boomers, gen X, millennials</p> <p>B. Seniors, middle age, parents, college kids</p> <p>C. Builders, boomers, busters, bridgers</p> <p>D. Older workers, younger workers</p> <p>Answer: C.</p>

	<p>Test Your Knowledge Click and drag the generation to match its time period:</p> <table border="0"> <tr> <td>Busters</td> <td>1910 – 1945</td> </tr> <tr> <td>Boomers</td> <td>1946 – 1964</td> </tr> <tr> <td>Bridgers</td> <td>1965 – 1984</td> </tr> <tr> <td>Builders</td> <td>1984 - 2002</td> </tr> </table> <p>Answer: Builders 1910 - 1945 Boomers 1946 – 1964 Busters 1965 – 1984 Bridgers 1984 - 2002</p>	Busters	1910 – 1945	Boomers	1946 – 1964	Bridgers	1965 – 1984	Builders	1984 - 2002
Busters	1910 – 1945								
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	<p>Test Your Knowledge Common characteristics of Bridgers are:</p> <ul style="list-style-type: none"> • Diligent • Committed to resolving issues • Strong work ethic • Not excited about change • See technology as a nuisance <ul style="list-style-type: none"> ○ True ○ False <p>Answer: False. These are characteristics of Builders.</p>								
	<p>Test Your Knowledge Some phrases that may be effective with Builders are: “You will be collaborating with other bright, creative people.” “You have really rescued the situation with your commitment.” “I appreciate the way technology comes so naturally for you.” “I wish I could balance work and home as well as you do.” “I appreciate the way you question the way things have always been done and challenge us to find new and better ways.” “I am amazed at how well you multi-task.”</p> <ul style="list-style-type: none"> ○ True ○ False <p>Answer: False. These may be effective with Bridgers.</p>								
19	<p>Next Steps Finally, what is the next step? The Learning & Development Office, or LDO, and Office of Performance Management, or OPM, are here to help you through:</p> <ul style="list-style-type: none"> • one-on-one consultation on generational issues you are facing; or • mentoring with a senior DHSMV supervisor. <p>These meetings are confidential, solely for your benefit. If you are interested in further assistance please contact the LDO, or OPM.</p> <p>What is one new idea you learned today that you can use at work to improve intergenerational relations?</p>								

20	<p>Objectives</p> <p>Let's review the course objectives. Can you now explain your generational perspective, list common characteristics of other age groups, and do you know strategies for managing generational differences?</p> <p>Yes: Great! You're finished!</p> <p>No: Please review the course. [Slide does not advance.]</p>
21	<p>Congratulations!</p> <p>Congratulations! You have completed Managing Generational Differences at DHSMV. Please complete the online course evaluation and print your certificate.</p>