



**JEFF HAVENS**

LEVERAGING THE POWER OF **VIDEO**  
**GENERATIONS** **SERIES**  
**INSTRUCTOR GUIDE**



# INSTRUCTOR GUIDE

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# INSTRUCTOR INTRODUCTION

Hello, and welcome to Leveraging the Power of Generations, presented by The Jeff Havens Company. This is the first in a collection of training materials designed to help you address generational issues in your workplace. This manual is designed to help you teach this subject in a manner that is simultaneously educational and entertaining. Countless studies have shown that people remember information better and for a longer period of time if it is presented in an entertaining way, and so we've dedicated ourselves to providing you the tools to do exactly that.

This training is designed to provide education about generational issues in three core areas:

- 1. How to simplify generational issues in the workplace into key concepts that everyone can understand and agree to**
- 2. How to set reasonable expectations for all workers with respect to career advancement and continuing education**
- 3. How to approach workplace changes in a way that members of all generations will recognize as valuable and mutually beneficial**

There are seven sections in this training, and each section has been provided with the following:

- **A short video to introduce the topic and outline some major points**
- **Guidelines for how to use each video (along with the associated questions in the Participant's Workbooks) to teach each topic to your class**
- **Ideas and exercises to help you make each lesson as entertaining as possible**

Again, the point of this series is to help you teach an important subject in an entertaining and memorable way. We have designed this training to be plug-and-play; that is, you should be able to conduct this training without any additional prep work. However, feel free to incorporate as many of your own ideas as you wish in order to augment what is presented here.

Sorry this introduction was boring. We promise the rest won't be.

# INSTRUCTOR GUIDE

## GRAPHICS KEY



We are encouraging you, the instructor, to provide the group with certain information whether through lecture or examples provided.



These are suggestions and examples of ways you can illustrate the points being made in a given lesson through humor.



A suggested story or example from Jeff that you can share with the group.



We are encouraging you to start a group discussion with the participants.



This marks a time when we suggest you play a video from the accompanying video series.

It goes without saying, but we'll say it anyway, that these are simply suggestions to help you organize this course. Feel free to use what you like and ignore what you don't.

# JEFF HAVENS

## SPEAKER & TRAINER

*"Beloved By All Nations & Generations"*







# PART ONE





# **SIMPLIFYING THE GENERATIONAL QUESTION**

# SECTION #1

This section will utilize the following video:

## EPISODE 1 ESTABLISHING THE PLAYING FIELD



# SUGGESTED INSTRUCTOR **OUTLINE**



Begin training by either handing out workbooks or making sure that everyone has their workbook with them. Introduce yourself and the course. If you are handing out workbooks for the first time, have everyone read the introduction or read it together as a class. This should take no more than 3 minutes. If you like, you can begin by saying something like the following: “Thanks for coming. Not like you had a choice, since it’s mandatory, but thanks for not hiding in the bathroom or getting arrested or anything like that.”



Show **ESTABLISHING THE PLAYING FIELD** to your group.



Discuss the importance of recognizing that generational differences exist in order to start working on the issue. Your participants may be reluctant to make this admission because they may believe that doing so will make others look at them unfavorably. Look in the Ways to Make This Entertaining section for ideas about how to begin this conversation.



Go through the questions associated with this video in the participants’ workbooks as a group,

and encourage them to take notes in their books when they hear answers or comments they feel are especially useful.

## WAYS TO MAKE IT ENTERTAINING



MAKE IT  
FUN!

To get people to admit that generational issues do actually exist and need to be acknowledged first before they can be addressed, ask your group to describe any problems they've ever had with any of the following kinds of people and situations, as well as how they tried to solve the problem:

- Their own children when it's bedtime and their kids really don't want to go to bed
- Their own parents when they tried to explain a new technology (smartphone, Tivo, etc.)

This should create some entertaining stories while getting people to recognize that generational issues are an everyday part of life. You can then go on to say that all of us are occasionally on the younger or less-experienced side of this conversation, and we're also all occasionally on the older or more-experienced side. If you wish, use the following:

LET ME  
HELP!

"The author of this training has asked me to share the following completely true story from his past to illustrate how common generational issues really are.

I remember when I first learned that my parents hated me. I was six years old, and I loved *The Price is Right*. Loved it. My mother told me that when I was 1 she could leave me in front of the TV for an hour and then go do anything she wanted – clean the house, take a nap, detonate explosives in the backyard – and I wouldn't move. I still love *The Price is Right*, the old one at least. Bob Barker is awesome.

And that night, he was going to be interviewed on the news. I didn't know why, and I didn't know exactly what an interview meant, but I didn't care. I wanted to see it. The only problem was that it was past my bedtime, and my parents didn't let me stay up. I did everything I knew how to do – I begged, I whined, I cried, I screamed a lot – and none of it mattered. They shoved me in bed like a common prisoner, and that's when I knew once and for all that my parents hated me.

Now I'm older, though, and I have some kids of my own, so I know that my parents just wanted an hour to themselves, a blissfully peaceful hour where they could maybe watch a movie that didn't have puppets in it. I don't like puppet movies, by the way, and you have no idea how many of them I've seen.

What's my point? It's that we don't always understand other people's reasons for acting the way they do until we've had a chance to be in their position ourselves. It's also that we have a tendency to forget the way we used to think 2 or 10 or 35 years ago. I'm pretty sure my kids think I hate them when I make them go to bed, but they'll get over it. At least I hope so, because I do not have enough money to get them good therapy."



To illustrate that differences between the generations are an ordinary part of the human experience, divide your class into two teams and give them 3 minutes to come with as many examples as they can think of where different generations had different attitudes about a given event. (For example, Elvis Presley was initially wildly popular with younger people and far less popular with older people.) The team that comes up with the most examples wins. At the end of this exercise, some of their examples are bound to be entertaining and nostalgic, and it will allow you to set the tone that generational differences is not a new thing.



# HOMEWORK!

These questions, along with video summaries, are included in the participant workbook.

1. What do you think will happen when Tyler tells his wife that he's going to make every decision in their marriage from now on?
  - a) She'll see his take-charge attitude as powerful and desirable, and she'll fall even more completely in love with him.
  - b) She'll acquiesce quietly and without complaint, because she'll know deep down that she's never really had anything useful to say.
  - c) Tyler will be sleeping outdoors, possibly in the garage but more likely in the street
2. To the best of your knowledge, roughly what percentage of the people you work with on a regular basis are the following:  
\_\_\_\_\_ Significantly older or more experienced than you?  
\_\_\_\_\_ Approximately the same age or experience level?  
\_\_\_\_\_ Significantly younger or less experienced than you?
3. Have you ever had a problem with somebody from a different generation? (Reflecting on the problem and how to handle it differently can greatly improve the way you deal with problems in the future.)  
What was the problem? (You don't have to name names, unless you really want to!)  
  
How did you handle it at the time?  
  
Looking back, do you think you could or should have handled it differently?
4. If you had to give one piece of professional advice to someone from a different background than you, what would that advice be? (Take some time on this one, because we'll be coming back to it later. Yay for callbacks!)



# SECTION #2

This section will utilize the following video:

**EPISODE 2**  
CHOOSING SIDES



# SUGGESTED INSTRUCTOR OUTLINE



If you have it available, share with your group the average amount of time people in your company (or in your industry) have worked at your company (or in your industry). This will be useful information to them when they begin to answer the questions associated with the following video.



Show **CHOOSING SIDES** video to your group.



**AT 3:00** stop the video and tell your group to write down their own answers to the quiz they're about to see. Those answers will be important for later.



When the video is finished, ask your class how many of them answered A to 3 or more questions in the video quiz, and how many answered B to 3 or more questions. If you wish you can divide the class into two groups after you hear those answers – younger, less-experienced workers on one side of the room; and older, more-experienced workers on the other side. Only do this if there is a healthy balance between the two groups.



Go through the questions associated with this video in the participants' workbooks as a group, and encourage them to take notes in their books

when they hear answers or comments they feel are especially useful. Focus especially on Questions 2-5. Have your group answer Questions 2-5 on their own, then ask them to share their answers out loud. If they seem reluctant to do so, you can walk around and read one answer aloud from each of their books. This should allow you to create a consensus list of the positive and negative perceptions that your group has about both younger and older workers. If possible, write that list at the front of the room for referencing throughout the remaining videos. Remind your group that this list is not 100% true for all situations; it is simply a good guide for understanding our most common attitudes about younger and older workers.

## WAYS TO MAKE IT ENTERTAINING



MAKE IT  
FUN!

Ask your class how many of them answered “Yes” to the 3rd question in the video quiz. (“Do you occasionally walk from one room of your house to another, get where you were going, and then forget why you wanted to be there in the first place?”) Most of them will say ‘yes,’ they will probably laugh about it, and that will give you an opportunity to point out that we all have at least that one thing in common.

MAKE IT  
FUN!

Ask everyone in your class what they think is the most ridiculous thing that their generation gave to the world. (If you need help getting this process started, sample answers could include leisure suits, texting while driving, Tie-Dye T-shirts, and so forth.) This should lead to some entertaining remembrances and help you emphasize the fact that since we have all contributed to making the world a more ridiculous place, we have probably also all contributed to making the world a better place.



Ask your group the following four questions:

- a) What is the silliest, most ridiculous thing you've ever heard a child say?
- b) What is the craziest advice you ever received from one of your grandparents?
- c) What is the best thing you've ever learned from one of your children?
- d) What is the best thing you ever learned from one of your grandparents?

The first two questions should lead to some entertaining responses, and the second two questions should help to put into perspective that all of us have something useful and valuable to share, even though all of us occasionally say or do unintelligent things.



# HOMEWORK!

These questions, along with video summaries, are included in the participant workbook.

1. Which of the following do you usually identify with – younger (or less-experienced than average), or older (or more experienced than average)?
2. What are some of the positive adjectives you might use to describe the younger and/or less-experienced workers in your business?
3. What are some of the negative adjectives your coworkers might use to describe the younger and/or less-experienced workers in your business? (See how I made your coworkers the guilty ones? Genius!)
4. What are some of the positive adjectives you might use to describe the older and/or more-experienced workers in your business?
5. What are some of the negative adjectives your coworkers might use to describe the older and/or more-experienced workers in your business? ("Blame the coworkers" strikes again!)
6. What can you do to focus on the positives?
7. What can be done to reduce the negatives?