



**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?





# PART TWO





# **SETTING REASONABLE EXPECTATIONS FOR CAREER ADVANCEMENT AND CONTINUING EDUCATION**

# SECTION #3

This section will utilize the following video:

**EPISODE 3**  
ADVANCEMENT IS A PROCESS



## SUGGESTED INSTRUCTOR **OUTLINE**



Show **ADVANCEMENT IS A PROCESS** video to your group.



Have your group answer the questions associated with this video individually. This will take a few minutes.



Discuss your group's answers to all questions, but pay special attention to Questions 2 and 3. This will provide for an excellent discussion and allow members of your group from different backgrounds to discuss their own questions, concerns, and strategies for success with one another in a collaborative fashion.

## WAYS TO MAKE IT **ENTERTAINING**



In conjunction with Question 1 in your group's workbooks, and to emphasize the fact that proficiency at any skill requires time and patience, ask everyone in your group to attempt to juggle three objects (balls, pens, whatever is available). Give each person 30 seconds only. Most will be

unable to do so, and their shared failure will be a great way to point out that getting better at their jobs is exactly like getting better at juggling – the more practice you have, the better you'll get. If anyone in your group is able to juggle effectively, ask them how they learned and how long it took them to get good at it. Then ask them to juggle 4 objects, and then 5, and then 6, until they can't do it anymore. When they fail, ask them how long they've practiced at that level. They will say "none," and this will allow you to reinforce the point that you can't keep improving unless you keep practicing, which will be a relevant point of discussion in the following video.

A circular icon with a white border and a grey background. Inside, the words "MAKE IT FUN!" are written in a bold, white, sans-serif font, arranged in two lines.

To reinforce the point that all knowledge is acquired slowly and over time, share the following story with your group:

A circular icon with a white border and a black background. Inside, the words "LET ME HELP!" are written in a bold, white, sans-serif font, arranged in two lines.

The author of this training has asked me to share the following completely true story to help you appreciate the way that we accumulate knowledge and expertise:

"My wife is Spanish, a first-generation native of Spainland who came to America when she was 20 to go to college. Then I met her, fell in love with her, and stole her visa so she couldn't go back home. She might have married me anyway, but I wanted to make sure.

But that's not the point. The point is that once we started dating, I started learning how to speak in Spanish. And it's

ridiculously hard. It's like they have a different word for everything! But the hardest part is figuring out their local, colloquial phrases. To be fair, English has a ton of them as well, things like, "man up" and "I'm going to beat the crap out of you," which is especially hilarious to me because when you try to translate that into Spanish it actually sounds to them like you're planning to hit somebody until they poop.

So imagine how hard it is to learn Spanish when my wife (who was my fiancée at the time), told me, "Eres la leche," which literally means "You are the milk." I knew enough Spanish at that point to ask, "Did you say 'I am the milk?'" And she said, "Yes, you are the milk." And then she sat there, waiting, like I was supposed to somehow respond to that. So I said, "OK, um, well – you are the grapefruit juice." And that's when she told me that "Eres la leche" is a high compliment in Spain, which I can only assume means that the milk there is especially awesome.

The point is, I've been trying to learn Spanish for years now, and I'm still not great at it. I know a lot of words, and I can communicate slowly to a patient person, but I'm nowhere close to sounding like a native. And your career is probably in the same place. You've acquired some skills, you know a lot of things, but there's still a lot more that you could know. And the only way you're going to get better is to keep practicing, keep growing, and keep learning. Only then can you someday hope to become the milk."



# HOMEWORK!

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

## 1. Which of the following statements best describes you?

- a) I have always been amazing at everything I've ever tried from the first moment I tried it. I was reading at 6 months, I've never wrecked a car or done anything while driving that has ever caused anyone to wish me dead, and I am an amazing chef whose effortless masterpieces are often compared to works of art.
- b) There was a time in my life when I couldn't ride a bicycle, but I eventually figured it out. I've had some horrible haircuts in my life, but I've managed to find one that works. I occasionally drool on myself while brushing my teeth and have been known to have to change my shirt in the morning because of that. And sometimes I try to say one word but then change it halfway through, so I end up saying something idiotic like, "Have a good afterning!" I'm a functioning adult and I do a lot of things well, but I'm hardly perfect.

- ## 2. If you identified as a younger or less-experienced worker in the quiz in Video #2, what is one question you have about your job that you would like a more experienced person's perspective about? It can be about anything – how you'll get promoted, which rules you can safely break, if there are any secret tunnels in your building and where do they lead. Whatever's important to you.
- ## 3. If you identified as an older or more-experienced worker in the quiz in Video #2, what is one element of your business that you think it is important for younger, less-experienced workers to understand?

4. What is one element of your business that you consider yourself to be an expert at? How long would you say it took you to become an expert?
5. What is one element of your business where you think you need to improve? Can you think of anyone you work with who might be able to help you get better faster than you would on your own?



# SECTION #4

This section will utilize the following video:

**EPISODE 4**  
**ADVANCEMENT NEVER STOPS**



# SUGGESTED INSTRUCTOR **OUTLINE**



Before showing the video, identify the person in your group who has been with your company the longest.



Show **ADVANCEMENT NEVER STOPS** to your group.



Have your group answer the three questions in their workbooks.



When they have finished, have everyone share their answers out loud. Either start or finish with the most senior person in your group. Regardless of what he/she says, use the fact that he/she has recently learned something new (and has been doing so forever) as proof that it will always be important to keep learning and stay current in order to stay relevant.

# WAYS TO MAKE IT ENTERTAINING

MAKE IT  
FUN!

Divide your class into two groups – ‘younger’ vs. ‘older’ is a good option, but you can divide them up however you like. Give each group 5 minutes to come up with as many pieces of information as they can think of that they believe no one in the other group will know. Options here are limitless, and there are no restrictions on what information they choose to share, but some ideas to help them get thinking are: obscure information about a major customer that it would be useful for everyone to know; a useful app or computer program that could increase everyone’s productivity; an unusual fact about your company’s history; information about a competitor that not everyone knows. At the end of 5 minutes, have each group take turns sharing one of their findings, then ask the other group if they anyone already knew it. If nobody did, award a point. The team with the most points at the end wins. When the game is finished, ask the entire group how many of them learned something they hadn’t already known (that should be all of them). Use that as a reinforcement that there’s always more to learn.

MAKE IT  
FUN!

Ask everyone to name something they recently learned about any of the following:

- how to continue being a good parent as their children get older
- how to continue being a good spouse/partner as their relationships mature

Encourage people to come up with entertaining pieces of wisdom to share with everyone else. Either scenario should allow for that and will illustrate the fact that, just like we continue to learn new things in our personal lives, we need to keep doing so professionally as well.



# HOMEWORK!

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

1. What are two things you've learned in the last year or two that have been somehow beneficial to your career specifically or your industry in general?
2. What is one piece of equipment or technology that you used to use for your job that now seems so outdated that you can't believe you were ever able to do your job by using it?
3. Thinking back on your life, can you remember any 2-year period of time in which you feel like you didn't learn anything new?





# PART THREE





# **APPRECIATING THE VALUE OF EXISTING PRACTICES AGAINST THE NEEDS OF A CHANGING MARKET**

# SECTION #5

This section will utilize the following video:

## EPISODE 5

IF YOU DON'T SLOW DOWN WE'RE GOING TO CRASH!



## SUGGESTED INSTRUCTOR **OUTLINE**



Show **IF YOU DON'T SLOW DOWN WE'RE GOING TO CRASH!** to your group.



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**



Spend some extra time on Question #4 in the Participant workbook. This should lead to some entertaining conversations about some of the mistakes we made while growing up and will allow you to make the same comparison to your company's growth as well. If you're having trouble getting people to share, use the following story:



The author of this training has asked me to share the following completely true story with you in order to prove that not all of our ideas are good ones.

"When I was 13, I tried to become a headbanger. I wore

black concert T-shirts, grew my hair long, and tried to learn how to skateboard. You know how baseball caps have a hole in the back where you can adjust the size? Well, for a couple months I would wear baseball caps backwards, and then pull my hair through that hole so that it would flow like a waterfall down the front of my face. Needless to say, I had absolutely no girlfriends. And that wasn't even the worst fashion decision I made growing up. If you don't believe me, just wait until you watch the last video in this series.

My point is, not everything we try ends up being a wise decision. That doesn't mean we shouldn't keep trying new things, but it does mean that sometimes we need to know when to just do things the way other people do them. I hope this story has been helpful, and I hope your children never look at dumb as I did."



To reinforce the point that your company's practices and processes exist for intelligent reasons, ask your group to mention any company practice or process they can think of. Every time someone says something, respond with, "It's a stupid idea" or "Outdated" or "That's total crap; we shouldn't be doing that." Eventually your answers will sound ridiculous (e.g. "We recently bought new equipment." "It's a stupid idea.") and it will give you a chance to illustrate that people who don't appreciate current practices don't sound very reasonable.

In conjunction with Question #2 in the Participant workbook, expand your discussion to include bad ideas outside of your company (from your competitors, from society in general, etc.) If you have trouble getting the conversation started, mention [www.pets.com](http://www.pets.com), which lost \$300 million in 2 years before closing, and then ask your group what they could think to spend \$300 million on besides a failed business. Encourage frivolous answers (half of an aircraft carrier, 300 million Snickers bars, etc.), and then bring the conversation back to reinforce the point that not all new ideas end up being good ones.



# HOMEWORK!

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

1. Do you think I am intimidating?
  - a) You terrify me, and if we were to ever meet in person I would hide and probably whimper a lot.
  - b) I think maybe you get mad at slow drivers like the rest of us, and maybe you grumble on airplanes when people take forever to put their bags in the bins above the seats, but otherwise I'm pretty sure you're a nice guy.
  - c) I think children would probably scare you.
  - d) This is a dumb question, and I would smack you in the head if I could.
  
2. What is one idea, initiative, technology, or product you can remember that was either a total failure or did not work as well as it was supposed to? Why didn't it work?
  
3. What is one current practice at your business that you think is working extremely well and does not need to be changed? How would you support your argument against anyone who disagreed with you?

4. On a personal level, what is one thing you used to do when you were younger that you now think was an extremely dumb thing to do and that you're glad you don't do anymore?

(I'll get you started! I tried to learn to ride a skateboard on my ridiculously steep driveway. It never occurred to me to try learning on a flat surface first. Seriously, I'm so dumb sometimes that if breathing weren't automatic I'd probably be dead by now.)

5. On a personal level, what is one thing you do today that is more or less exactly the same as the way you did it 5 or 10 or 20 years ago?

(Hint: for me it's eating cereal, which is the most amazing invention ever and which I will probably have for breakfast 6 days a week for the rest of my life. So yummy!)

# SECTION #6

This section will utilize the following video:

## EPISODE 6

WHY ALL AGE GROUPS SHOULD CONTINUE LEARNING





# SUGGESTED INSTRUCTOR **OUTLINE**



Show **WHY ALL AGE GROUPS SHOULD CONTINUE LEARNING** to your group.



Share the following business example with your group:

"Last video we talked about how not all new ideas are good ideas. The basic point of this video is that not all new ideas are bad ideas. Case in point – wheeled luggage wasn't invented until late 1980s. You know why? The first patent for it was filed in the 1960s, but for 25 years luggage companies didn't think men would use wheeled luggage. Real men, they thought, carried their luggage – or, they would go to the airport and then put it on a cart with wheels. The wheels were RIGHT THERE! But luggage company executives didn't think it was a good idea.

So one day an airline pilot went to his garage workshop and installed wheels on his personal luggage. His colleagues liked it so much that they asked him to make some for them. Then passengers started seeing all the pilots and flight attendants wheeling their luggage around, and they started asking where they could get some. So the pilot quit being a pilot and founded a luggage company. Why? Because luggage manufacturers never got around to putting wheels into luggage. That pilot is a millionaire, and I'll bet he drives

a nicer car than I do. All because he put some stupid wheels on some stupid luggage.”

Use this example to reinforce the point that change is inevitable and that some of those changes will end up being revolutionary and potentially very lucrative.



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



Focus on your group’s answers to Question #2, and encourage them to share stories about how stubborn and resistant they actually were. This should lead to some entertaining discussions about obstinate resistance and how foolish it sometimes is. This will work best if you can begin with a personal example from your own experience. If you can’t think of one, or if you don’t wish to share something, feel free to use the following:



The author of this training has asked me to share the following completely true story to illustrate how silly

all of us sometimes are when it comes to adopting new ideas.

"I thought e-readers would be a fad. Who doesn't like turning pages? Who wouldn't want to carry 16 pounds of books in their suitcases when they go on a vacation? Who wants to stare at a computer screen while they read? Nobody, that's who. I was certain that those stupid things would blow over in no time.

Except, um, nope. It took me about five years to finally get around to buying an e-reader, and then I was like, 'Wow! These are so convenient! Who would want to carry 16 pounds of books when you can carry a whole library right here!'

My point is that I have occasionally been known to be so stupid and stubborn that it's amazing I ever learned how to feed myself. And I'll bet you have, too!"

This will reinforce the point that all of us are occasionally resistant to changes that we later decide were good ideas.



Divide your group into two teams – older vs. younger, then give each group 3-5 minutes to come up with as many good things as they can think to say about the other team. They can list anything – the clothes they wear, the ideas they have, the shortcuts they know, the cars they drive, etc. The point of this game is to get each group to realize that their 'opponents' have a lot of good things

going for them. Encourage them to come up with both funny and serious answers. This should lead to some entertaining exchanges and also help your group realize that people from different generations have a lot of good things going for them. The team who comes up with the most things wins. To make the game more challenging (and honest), you can award negative points to anyone who says anything negative or that is interpreted as negative by the opposing team.



In conjunction with Question #4, conduct a role play. Pick two people – one younger or less-experienced, and one older or more-experienced. Have one person (Person A) attempt to convince the other (Person B) that they should do something, and have the other person express reluctance about doing that activity. Person A's job is to come up with as many convincing arguments as possible. Person B's job is to come up with as many reasons as possible to not agree. The job of the rest of your class is to help Person A come up with arguments to convince Person B to agree to the activity whenever Person A can't figure out what else to say. Here are some sample ideas:

- Person A is trying to convince Person B to try the bull-riding machine at the local country bar.

- Person A is trying to convince Person B to wear an outlandish outfit (sequins, a cow costume, a swimming suit, etc.) to the next company or industry conference
- Person A is trying to convince Person B to sell their house and live in a tepee out in the country

If you choose you can make this game more serious by using real business situations, but either way this exercise will give your group practice in thinking of different ways to discuss ideas and different methods for approaching reluctant adopters.



# HOMEWORK!

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

1. **My personal feelings about bacon can best be summarized by the following sentence:**
  - a) I simply don't understand the cultural fascination with bacon.
  - b) I enjoy bacon in moderate amounts, much like many people enjoy good wine. I would not, however, mix my wine with bacon.
  - c) Not only would I drink bacon-flavored wine, but if I could I would build my entire house out of bacon and then never leave it, because there would be nothing anywhere else in the world that I could possibly want.
2. **What is one idea, initiative, technology, or product you are using today that you were not using five years ago? When it was first introduced, do you remember if you were excited about it or skeptical? If the latter, how long did it take you to get comfortable with using it?**
3. **What is one current practice, process, or product at your business that you think could be improved? What is it, and how would you improve it?**
4. **If you had a new idea that you thought would be good for your business but that some people would be resistant to it, how would you go about explaining it so that your colleagues would listen to your idea rather than immediately writing it off?**



# SECTION #7

This section will utilize the following video:

## EPISODE 7 FINDING COMMON GROUND





# SUGGESTED INSTRUCTOR **OUTLINE**



Show **FINDING COMMON GROUND** to your group.



Go carefully through the questions associated with this video. Give people ample time to answer them, and make everyone share their answers aloud. There will be a lot of overlap in the answers, but the repetition will be a great way to reinforce the core concepts that this training has illustrated.

## WAYS TO MAKE IT **ENTERTAINING**



Ask your group if any of them has a worse yearbook photo than the one they saw at the end of this lesson's video. Alternatively, you can simply ask everyone to share the worst and/or most embarrassing personal photo they can think of. This should be very entertaining and be another reminder that we are all more alike than we are different.



Divide your group into pairs – one older worker paired with a younger worker. (If you do not have even numbers of older and younger participants, simply create groups of any size so that each group

has at least one younger worker and at least one older worker.) Then, give each group 3 minutes to share any new knowledge with their group members from the other generation. This knowledge can be about anything – business practices, popular music and movies, information about how your company or town looked in the 1960s, etc. At the end of 3 minutes, have each group share some of their findings. You can make this into a competition where the team with the most answers wins, but the more important point is to make everyone realize that they can learn a great deal of information about a great number of things from people who are older or younger than they are.



Make everyone in your class hug someone from a different generation – or high five, or shake hands, or whatever you feel appropriate. The pair of people who give the best (or silliest) hug or high five or handshake should be declared the winner. Then make all the losers repeat their attempt by copying the winner's style.



# HOMEWORK!

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

1. Look back to your answer for Question #3 in Episode 1. Can you now think of some reasons why that person might have chosen to do things the way they did?
2. Look back to your answer to Question #4 in Episode 1. Would you still give the same advice, or would you modify it somehow based on what we've discussed in these videos? If the latter, how would you modify it?
3. What are three things you've learned that you believe will help you appreciate the value that other generations bring to your company?
4. What are three things you've learned that you believe will help you explain yourself or your reasons for doing things to people who disagree with you?

# CONCLUSION

This section will utilize NO VIDEOS



Once you have completed the seventh video, you are done with the training. Congratulate your class on surviving, and encourage them to tear out the certificate at the back of their Participant Workbook and hang it in a prominent place. Remind them that they're all more alike than they are different, and that the best businesses are ones in which everyone feels like their ideas are respected and being listened to, even when not all of those ideas will ultimately be adopted. Also, encourage them to continue conversations with some of the people they were placed in groups with.

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