



# **AWESOME!**

**Part 1: *A New Generation @ Work***

**Part 2: *Engaging Gen Y***

Facilitator's Guide

Includes Program Handouts

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## FOREWORD: AWESOME, EXCITING, BUT NOT EASY

There are many reasons to be enthusiastic about the new generation now entering the workplace. They are smart, adaptable, energetic, skilled and eager to make their mark. At the same time, these young people do things differently and enter the world of employment with great expectations and a culture that may be unfamiliar to many of us.

As the father of two Gen Y young adults, I have had the privilege and challenge of observing this rising generation up close. Understanding their use of language has taken some adjustment. If something is “filthy”, that’s good. If you want to complement someone, just tell them their clothes are “sick”. They use a shorthand in text messaging that’s completely foreign to me.

The new generation of employees is well-educated and technologically savvy. They are better able to get along in a diverse, global world than any generation that has come before. They grew up with friends and neighbors from all over the world speaking many different languages. They believe everyone should have their place at the table regardless of race, ethnicity, gender, disability, sexual orientation – or age. They get diversity.

This isn’t a generation that puts much value on experience or hierarchy. They are impatient to start applying what they know and they’re not terribly concerned about what they don’t know. There’s a logical reason for this. Generation Y (also known as Gen Y, Millennials, Gen Why, Net Generation, Echo Boomers...) grew up with digital technology – most importantly, the Internet. They believe they can learn whatever they need to know very quickly. They also understand that how things get done will constantly change. Therefore, having much experience with how things “were” done isn’t as valuable to them as being able to anticipate and adjust to how things “will be” done.

Generation Y is poised to make a VERY big impact on the world. For one thing, there are a lot of them. They have already transformed global entertainment (YouTube, iTunes, video games), communication (cell phones, text messaging), and fashion. Business and how work gets done is next.

To help you better understand what’s ahead and to prepare for the task of engaging, inspiring and productively channeling the energies of these new employees, we have created **AWESOME!**, a 2-part video-based training program. The program grew out of the research and work of Steve Gehrig, an educator and life coach in Bellevue, Washington. We are grateful for his contribution to the development of this project. We hope it will prove to be a valuable learning resource for managers and employees of all ages in your organization.



Robert Rosell  
President  
QMR – The Respectful Workplace Company

## HOW TO USE THIS GUIDEBOOK

This Facilitator's Guide is designed to help you adapt AWESOME! to the needs of your organization. Its modular design offers flexibility to help you configure the learning process. With your purchase of a training license, QMR grants you the right to reproduce the pages in this guide for your organization's use.

### The Program's Approach

**AWESOME!** consists of 2 video segments. Part 1, "A New Generation @ Work", presents 24 Generation Y employees from a wide range of work environments who explain who this new generation is and what they need to be successful. Part 2, "Engaging Gen Y" introduces 5 business executives, owners and consultants who present their perspectives on the challenges and opportunities the new generation brings to employers.

Taken together, these two 10-minute videos offer considerable insights into what makes Gen Y tick and how to help them succeed. **AWESOME!** intends to stimulate dialogue and conversation within your organization on how best to incorporate the energy, intelligence and skills Gen Y offers. We also hope to provide managers and older colleagues with some perspectives that will help them better manage and collaborate with the new generation of employees.

### Facilitator Preparation

View the two videos in the program to see the "big picture" of how they are structured and how the content is presented. Determine the timeframe for the training you wish to deliver. Read this guide to understand the resources available to you. Select a training approach and activities that will best meet your organization's needs. There are Pre-Screening Questions you can discuss before showing the videos. You can choose to show the videos sequentially without interruption, or show them one at a time with a discussion after each. You can also decide to use one of the videos and exclude the other. **All elements in this guide are modular and can be included or left out. Choose the approach that will work best with your group.**

There are **discussion questions** for participants and additional information that appear both in a version for facilitators and as **handouts** later in the guide. These are also available as PowerPoint slides on your Support materials CD. In the first "facilitator" version, these questions are accompanied in a second column by **notes** that may be helpful in leading discussions. A suggested amount of time to allocate for each section of the training is listed in the Table of Contents. This resource is flexible. **Pick and choose the pages and questions that are most appropriate and fashion custom training for your organization.**

### Ground Rules

1. Encourage participants to provide most of the insights when leading discussions or answering questions. The facilitator is primarily there to encourage discussion, not to provide answers.
2. In order to encourage participants to be candid in their discussions, the facilitator should ask participants to respect each other by not interrupting someone who is contributing to the conversation and by not demeaning what other participants say.
3. The facilitator should model this approach by letting participants speak without interruption and by attempting to summarize their contributions faithfully on a white board or flip chart. The facilitator should also seek to get input from as many participants as possible.

### What You Will Need

- DVD player (stand alone or computer) and projector/screen or monitor
- Your organization's policies or guidelines as they apply to this topic. Please prepare these as handouts for participants.
- White board or flip chart and appropriate pens.
- Copies of Handouts from this guidebook. You may also use the PowerPoint slide versions of these handouts, which are provided with the program.

# AWESOME!

## AWESOME!

### TABLE OF CONTENTS

Page	Contents of Program	Associated Handout	Time Short	Time Long
1	Foreword			
2	How To Use This Guide			
3	Table of Contents			
4	Who is Generation Y? (Pre-screening activity)	A	10 min	20 min
5	What is Different? (Pre-screening activity)	B	10 min	20 min
6	SCREEN THE VIDEO FOR PART 1 "A New Generation @ Work"		10 min	10 min
6	The Gen Y Fact Sheet	C	5 min	10 min
7	The Generation Y Perspective	D	10 min	20 min
8	Gen Y's Path to Success	E	5 min	10 min
9	Applying the "Path to Success"	F	20 min	30 min
11	SCREEN THE VIDEO FOR PART 2 "Engaging Gen Y"		10 min	10 min
11	The Next "Greatest Generation"	G	10 min	20 min
12	Handout A – Who is Generation Y?			
13	Handout B – What is Different?			
14	Handout C – The Gen Y Fact Sheet			
15	Handout D – The Generation Y Perspective			
16	Handout E – Gen Y's Path to Success			
17	Handout F – Applying the "Path to Success"			
18	Handout G – The Next "Greatest Generation"			
19	Recommended Resources			
20	Credits and Thanks			
	<i>Approximate Training Time</i>		<b>90 min</b>	<b>150 min</b>

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### Before Screening the Videos...

**PRE-SCREENING ACTIVITY: WHO IS GENERATION Y?**

**SEE HANDOUT A**

Discussion Questions	Facilitator Notes (suggested contributions)
<b>1. Who is Gen Y? What labels do we use to describe Generation Y? When were they born?</b>	This generation is sometimes called Millennials, Net Generation, Dot.com Generation, Echo Boomers, iGeneration, Internet Generation, Connected Generation, Digital Natives, and Generation Why. Though generational definitions are imprecise, they are generally considered to have been born between 1980 and 2000.
<b>2. Think of Gen Y individuals you know. What common experiences have they had?</b>	They have grown up with computers, the Internet, iPods, cable TV and cell phones. Their parents are Baby Boomers who tended to have children later than previous generations. They have had highly scheduled lives filled with after school sports and other activities.
<b>3. What are common stereotypes associated with this generation?</b>	Find out what participants think and record their answers. These might include impatient, smart about technology, social, tattoos, videogame addicts, multi-taskers...
<b>4. What are the greatest strengths Gen Y employees bring to the workplace?</b>	As in question 3, find out what participants think and record their answers. These might include openness to new ideas, willingness to learn, ambitious, technological skills, well educated, creative...
<b>5. What are the greatest challenges you think this generation will have at work?</b>	There could be a broad range of answers to this. Encourage as many participants as possible to come up with a response. Answers might include impatience, no organizational loyalty, looking for work/life balance, great expectations...

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## PRE-SCREENING ACTIVITY: WHAT'S DIFFERENT?

SEE HANDOUT B

Discussion Questions	Facilitator Notes
<b>1. Describe your first “real” job (after completing your basic education). How did you get it? What obstacles did you face in finding the job? How long did you expect to work there?</b>	You’re looking for personal experiences here. The more stories the group is able to share, the better. Record the obstacles that people faced in finding their first job and how long they expected to work there on a white board or flip chart.
<b>2. Think back to when you were starting off your work life. How would you describe your attitude to work at that time?</b>	Encourage participants to share personal stories of how they remember themselves being when they were first starting to work. Try to get as many of these stories as time will allow. Focus on their fears, concerns and feelings at that time.
<b>3. How do you see the work environments for young people starting their careers today as different from what you experienced? In what ways are they similar?</b>	This is valuable in getting participants to recognize that conditions for new employees may have changed from the days when they were starting out. At the same time, it encourages them to reflect on their own situations as new employees. Record the differences and similarities individuals mention on a flip chart or white board.

**Screen the Video “A New Generation @ Work” – 10 min.**

**GEN Y FACT SHEET**

**SEE HANDOUT C**

Review the information on the Gen Y Fact Sheet with participants.

**Things you should know about Generation Y:**

- **There is no consensus on the exact birth dates that define Generation Y, but the years between 1980 and 2000 are most often cited. Any way you measure, they are one of the largest generations in history accounting for about 30% of the global population.**
- **Although they are just now entering the workforce, they will account for almost half of all employees in the next few years.**
- **Gen Y is more comfortable with diversity than previous generations. They have grown up with people of many races and nationalities, speaking a multitude of languages, coming from traditional and non-traditional families.**
- **They are smart spenders and account for billions of dollars in purchasing power. They will soon be the dominant consumers driving the economy.**
- **They are the first generation in history that knows more about the technologies that are central to the economy than their parents – and many of their employers.**
- **They have been exposed to a wide range of activities and resources at a young age including sports, travel, music, dance, academic enrichment programs, media production tools, and advanced technologies.**
- **They were raised to speak their minds and don’t automatically defer to people who are older and more experienced. They expect to be judged by what they know, not how long they have known it.**
- **They want to make a big impact on the world and demand to be taken seriously.**
- **They expect balance in their lives between work and other activities. They are less likely than their elders to put career ahead of family.**
- **They have always lived in a world that is constantly changing. They don’t fear change – they welcome it.**

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## THE GENERATION Y PERSPECTIVE

SEE HANDOUT D

Discussion Questions	Facilitator Notes
<p><b>1. “A New Generation @ Work” presented how Gen Y employees see themselves. What surprised you in what you saw and heard? Did you disagree with anything these employees said?</b></p>	<p>Ensure the participants follow the discussion ground rules you have presented. This means being open and not disparaging other points of view and speaking for yourself, not a group.</p>
<p><b>2. The video indicated that some people view this generation as “spoiled and coddled”. Do you share this view? Why or why not.</b></p>	<p>This question may generate some disagreements within the group. Try to keep the conversation balanced, allowing opposing views to be expressed.</p>
<p><b>3. The 24 employees in the program outlined what they need to succeed. What do you remember of the 8 items they listed as their “Path to Success”?</b></p>	<p>On a flip chart or white board, list as many of these items as the group can remember.</p>

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## GEN Y'S PATH TO SUCCESS

SEE HANDOUT E

<b>Steps along Gen Y's Path to Success</b>	<b>Facilitator Notes</b>
<b>1. Show us how our success is linked to your success</b>	Use Handout E to present the 8 items along Gen Y's "path to success". We'll go into more detail on each of these items later.
<b>2. Treat us with respect, recognizing that we have a lot to contribute</b>	
<b>3. Provide us with clear, ongoing feedback</b>	
<b>4. Coach us to improve by showing us how</b>	
<b>5. Reward us for our successes</b>	
<b>6. Listen to us so we can learn from each other</b>	
<b>7. Help us make work fun</b>	
<b>8. Let us make a difference so we know what we're doing is important</b>	

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### APPLYING THE “PATH TO SUCCESS”

SEE HANDOUT F

Discussion Questions	Facilitator Notes
<b>1. How can a manager link a new employee’s success to the success of our organization?</b>	In these discussions, encourage participants to be specific. What can they do to show a new employee that his or her success is linked to the success of the organization? Creative thinking is a plus in this section of the training.
<b>2. What would constitute treating a new employee “with respect”? How can you determine what this means to a specific employee?</b>	Emphasize that being treated “with respect” may mean different things to different individuals. Discuss how you can determine that an employee feels valued and respected.
<b>3. What is the best way to provide ongoing feedback? What constitutes effective feedback?</b>	Review that feedback should be specific, timely, and constructive. Let employees know when they are doing things right as well as when things need improvement. Be clear about any changes that are needed, explaining “why” as well as “what” and “how”.
<b>4. When coaching a younger employee, why is it best to show them, rather than just telling them how.</b>	Communication can get mangled when working across generations. Showing rather than telling ensures the message is getting through. Ask the employee to demonstrate that he or she understands.
<b>5. How can you determine what would constitute a meaningful “reward” for younger employees?</b>	Ask. What you consider a reward may or may not serve to motivate a younger employee. They know what they want and need. Find out.

Discussion Questions	Facilitator Notes
<p><b>6. Why is it important to younger employees that they feel they are being listened to? How can you show them you hear what they are saying?</b></p>	<p>Younger employees may feel their opinions and contributions are not valued because they lack experience. By actively listening to an employee, reflecting back what you have heard them say, you ensure you benefit from their contributions and that they feel “heard”.</p>
<p><b>7. For many organizations, having “fun” isn’t part of the job description. What does having “fun” at work mean? What benefits might your organization enjoy if employees felt they were having more fun at work?</b></p>	<p>Workplaces where employees are enjoying their work and having fun offer many benefits – from greater retention and less turnover to increased productivity. These benefits can also impact customers who may enjoy working with an organization where people are happier and more engaged. At the same time “fun” doesn’t necessarily mean frivolous activities. Fun can mean an environment where people feel challenged, learn and grow.</p>
<p><b>8. Finding meaning in the work we do is important to everyone, including younger workers. What is the importance of the work you do? How do you “make a difference” in your workplace and in the world? How can you communicate this to new employees?</b></p>	<p>Let participants present their ideas on this topic and record them on a flip chart or white board.</p>

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**Screen the Video “Engaging Gen Y” – 10 min.**

**THE NEXT “GREATEST GENERATION”** **SEE HANDOUT G**

<b>Discussion Questions</b>	<b>Facilitator Notes</b>
<p><b>1. The video segment “Engaging Gen Y” presented management perspectives on the new generation of employees. From your own experience, which comments rang most true for you?</b></p>	<p>There could be a wide range of opinions presented. Encourage participants to share their own experiences, both positive and challenging.</p>
<p><b>2. What can we do within our organization that would make us a more attractive workplace for Gen Y employees?</b></p>	<p>There could be a wide range of options presented. Record the suggestions on a flip chart or white board.</p>
<p><b>3. What can we do as organizational leaders to ensure that the Gen Y employees we hire have the best possible chance of succeeding?</b></p>	<p>There could be a wide range of options presented. Record the suggestions on a flip chart or white board.</p>

**PRE-SCREENING ACTIVITY:  
WHO IS GENERATION Y?**

1. Who is Gen Y? What labels do we use to describe Generation Y? When were they born?
2. Think of Gen Y individuals you know. What common experiences have they had?
3. What are common stereotypes associated with this generation?
4. What are the greatest strengths Gen Y employees bring to the workplace?
5. What are the greatest challenges you think this generation will have at work?

**PRE-SCREENING ACTIVITY: WHAT'S DIFFERENT?**

1. Describe your first “real” job (after completing your basic education).  
How did you get it? What obstacles did you face in finding the job?  
How long did you expect to work there?
  
2. Think back to when you were starting off your work life. How would you describe your attitude to work at that time?
  
3. How do you see the work environments for young people starting their careers today as different from what you experienced? In what ways are they similar?

## **THE GEN Y FACT SHEET**

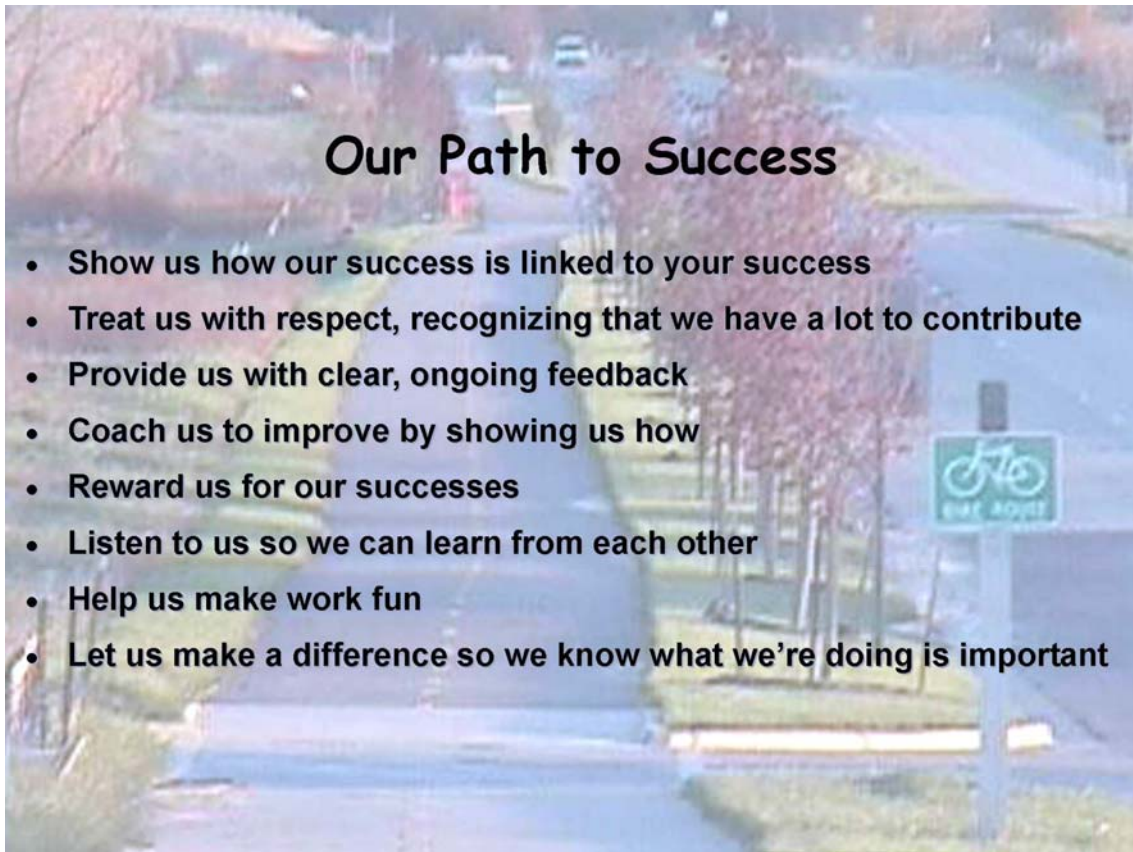
### **Things you should know about Generation Y:**

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- **They have always lived in a world that is constantly changing. They don't fear change – they welcome it.**

**THE GENERATION Y PERSPECTIVE**

1. Part 1 of this program – “A New Generation @ Work” presents how Gen Y sees themselves. What surprised you in what you saw and heard? Did you disagree with anything these employees said?
  
2. One of the employees in the video indicated that some people view this generation as “spoiled and coddled”. Do you share this view? Why or why not.
  
3. The 24 employees in the program outlined what they need to succeed. What do you remember of the 8 items they listed as their “Path to Success”?

**GEN Y'S PATH TO SUCCESS**



**Our Path to Success**

- **Show us how our success is linked to your success**
- **Treat us with respect, recognizing that we have a lot to contribute**
- **Provide us with clear, ongoing feedback**
- **Coach us to improve by showing us how**
- **Reward us for our successes**
- **Listen to us so we can learn from each other**
- **Help us make work fun**
- **Let us make a difference so we know what we're doing is important**

**APPLYING THE “PATH TO SUCCESS”**

1. How can a manager link a new employee’s success to the success of our organization?
2. What would constitute treating a new employee “with respect”? How can you determine what this means to a specific employee?
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8. Finding meaning in the work we do is important to everyone, including younger workers. What is the importance of the work you do? How do you “make a difference” in your workplace and in the world? How can you communicate this to new employees?

**THE NEXT “GREATEST GENERATION”**

1. Part 2 of the program, “Engaging Gen Y”, presented management perspectives on the new generation of employees. From your own experience, which comments rang most true for you?
2. What can we do within our organization that would make us a more attractive workplace for Gen Y employees?
3. What can we do as organizational leaders to ensure that the Gen Y employees we hire have the best possible chance of succeeding?

**AWESOME! – RECOMMENDED RESOURCES**

**Recommended Reading on Generation Y**

*Conquering Your Quarterlife Crisis* by Alexandra Robbins. Perigee Books. 2004

*Employing Generation WHY?* By Eric Chester. Tucker House Books. 2002

*Generation Me* by Jean M. Twenge, Ph.D. Free Press. 2006

*Ready or Not, Here Life Comes* by Mel Levine, MD. Simon & Schuster. 2005

**Websites of Interest:**

<http://www.gen-y.org/> - A collection of interesting news, articles and reports on Generation Y.

<http://www.genpink.com/> - This is a blog site written by a 20-something woman for and about Gen Y women.

<http://genylabs.typepad.com/> - Gen Y Labs is focused on tracking and understanding the attitudes, social behaviors and technology use of Generation Y.

There are many articles available online on the new generation at work. Do a browser search for “Generation Y”, “GenY” or “Millennials” to find these articles.

## AWESOME!

### AWESOME! – CREDITS AND THANKS

#### Generation Y participants included...

Khan D. Angie - Chef  
Srividya Annapantula – Director of Technology  
L'Erin Asantawaa – Creative Services  
Jason S. Balajadia – Personal Trainer  
Mahesh Bogadi – Computer Programmer  
Bobby Bonsey – Media Producer  
Ann-Mari Bryant - Waitress  
Quinton L. Bunche - Teacher  
Alicia E. Craff - Nurse  
Virna Cruz – Legal Assistant  
Caylin D. Dana - Florist  
Banton Foster – Harp & Dulcimer Craftsman  
Josh Gibson - Banker  
Naomi E. Glick – Retail Sales  
Vynessa Gray – Auto Painter  
Michael Hudson – Government Employee  
Dima Koyfman – Marketing Displays  
Aaron Pedefferri - Firefighter  
Tilak Pun – Systems Analyst  
Paul Richards – Emergency Medical Technician  
Elijah Blue Sanchez – Veterinary Assistant  
Christy M. Smith – Internet Marketing Manager  
Helen Voelker – Stage Manager  
Kevin Ward – Hotel Guest Services

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### **AWESOME! – CREDITS AND THANKS... CONTINUED**

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*Knowledge Mosaic, LLC*

Régine Adams  
Thom Bianco  
Elise Ikeda  
Michele Martinez  
Paul Pavidis  
*Lake Washington Technical College*

Kevin Knight  
*The Mac Store*

Deputy Chief Robert Oliver  
*Redmond Fire Department*

Don Schulze  
*Shultz's Restaurant & Tap Room*

Virtuoso  
*Specialists in the Art of Travel*

Henryk & Melora Hiller  
*Urgent Locations*

Deborah Keefe  
Washington Mutual