

Introduction

Managing Multigenerational Conflict is a four-hour continuing education course designed for front line nursing leaders. Course participants complete both an online module and an in-person classroom session to assess their own awareness of generational differences. During the course, participants examine and discuss the following concepts:

- ❖ How to be aware of generational differences in work style, expectations, and priorities in the workforce.
- ❖ How to assess your own awareness of generational differences and conflict.
- ❖ Recognizing the value and challenges of multiple generations working together in the modern healthcare environment.

Course Learning Objectives

- ❖ Examine one's own attitude regarding various generations within the workplace and how this impacts the team.
- ❖ Compare and contrast traits and experiences that have shaped each generation.
- ❖ Identify common challenges faced by leaders of multigenerational teams and how to overcome them.
- ❖ How to apply a three-part framework for effective communication and motivation within a multigenerational work environment

Course Summary

Front line leaders often speak of challenges they face that are related to supervising someone decades older or younger than their selves. Leaders from all age groups sometimes vent their frustrations by claiming that the other generations just “don’t get it.”

This course is designed to help participants identify the different generational expectations regarding communication, feedback, loyalty, and work-life balance within the healthcare workplace. Participants learn to see differences between generations as strengths, emphasizing the importance of assuming good intent when differences threaten to devolve into conflict.

The Role of the Manager

As the supervisor of course participants, your role is integral in ensuring that classroom concepts are successfully applied to workplace scenarios. This document provides exercises that reinforce the use of classroom concepts within the workplace.

Successful supervisors:

- Create appointments with their employees to discuss their learning.
- Complete one or more exercise in this coaching guide to reinforce the application of course content to the work environment. Provide insight and feedback to help the participants accelerate their application of skills to the workplace.

Choose Your Activity

The three activities below reinforce course content and encourage participants to apply course concepts to workplace scenarios. Select the activities that work best in your situation.



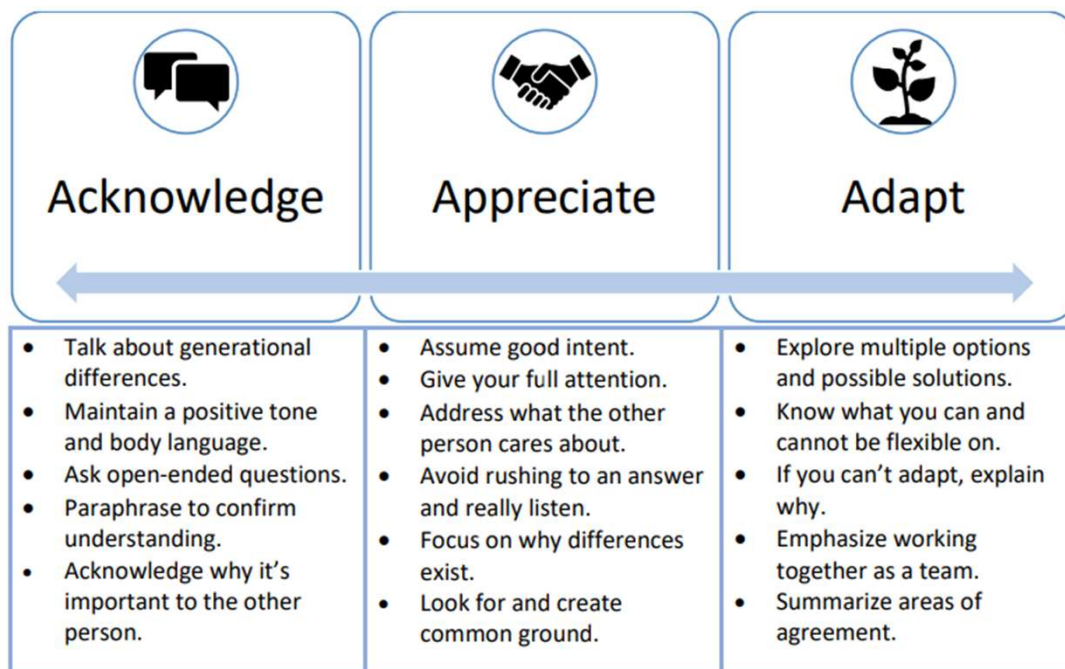
ACTIVITY A
Discuss Workbook Activities and Action Plan



ACTIVITY B
Identify a New Assignment or Project to Promote Skill Practice



ACTIVITY C
Observe Participant Using the 3-A Framework





ACTIVITY A

Discuss Generational Challenges and Action Plan

Instructions:

1. Schedule an appointment with the participant to discuss the course. Focus on the Self Reflection activities (see below). **Ask employee to bring the Participant Workbook to this meeting.**
2. Ask the employee if they would like your input and offer additional ideas you may have.
3. Set a follow-up date to discuss successes or obstacles they experience on the job.

Discussion Questions

See Self-Reflection Activity on page 13 of the Participant Workbook.

1. Which generation is the most challenging for you to work with and why?
2. What situations cause the most friction in the workplace?
3. What tips and tricks did you learn from the course to help you adapt your leadership style?
4. How can I, as your manager, provide support as you work on overcoming these obstacles?

See Self-reflection Activity on page 23 of the Participant Workbook.

1. What does the participant think are the two greatest opportunities for development currently present within the workplace?
 - a) How can I, as your manager, provide support as you work to pursue these opportunities?
2. What **SMART** goal did you create for applying skills learned in the course to your unit?
 - (S) What are the **specific** actions you are planning to take?
 - (M) How will you **measure** your success?
 - (A) How does this **align** with your other performance goals?
 - (R) Is this a **realistic** goal considering your unit?
 - (T) What is your **timeline** for completing this action?



ACTIVITY B

Identify a New Assignment or Project to Promote Skill Practice

Instructions:

1. Review the employee's performance goals and consider current challenges in the unit.
2. Identify an assignment that will require the participant to apply to the workplace the skills they learned from the course. Projects related to team leadership, improving patient safety, reducing hospital-acquired conditions, or utilizing nursing quality dashboards are all relevant.
3. Set an appointment with the participant to discuss how they will apply the course concepts to the completion of the task.
4. Monitor progress and meet regularly to check-in during the project.
5. At the completion of the project, schedule a date and time to discuss what went well, the challenges encountered, and what the employee learned from this experience.

ASSIGNMENT / PROJECT PLAN:

ISSUE TO BE ADDRESSED:

CURRENT SITUATION:

DESIRED OUTCOME:

KEY PEOPLE AND/OR DEPARTMENTS TO INVOLVE:



ACTIVITY C

Ask the Participant to Teach Others

Instructions:

1. Schedule a time and date to observe the participant actively apply the 3-A framework to workplace scenarios.
2. Watch carefully and record notes on the given observation form.
3. Schedule an appointment to provide feedback following the exercise.

Observer Name: _____

Charge Nurse/Participant Name: _____

Date: _____

Check each behavior every time it is observed.

Acknowledge:	YES	NO	COMMENTS
Confirmed understanding by asking open-ended questions.			
Appeared comfortable leading the discussion by modeling appropriate body language and a positive tone.			
Acknowledged possible generational differences and why the issue was important to the other person.			
Appreciate:			
Asked for teammate's point of view.			
Gave full attention, avoiding distractions.			
Focused on why differences exist and created common ground.			
Adapt:			
Attempted to show flexibility and look for solutions.			
If could not adapt, explained the reasons why.			
Summarized agreements made and next steps.			