

**TEACHING PLAN**

**COMMUNICATING ACROSS DIFFERENCES**

**FOR TRAINING PURPOSES ONLY**

**DO NOT USE ON THE JOB**

*The references cited in this lesson are used for training purposes only and support the training objectives. Trainers must refrain from using non-federal government sources and references, which express opinions or information that do not meet the learning objectives.*

**TABLE OF CHANGES**

CURRICULUM REVISION	COMMNETS
New teaching plan	

## PART I: SYNOPSIS

### OVERVIEW

Communication helps service members to build a military culture that incorporates differences, develop multicultural teams, recruit and retain a diverse service, resolve conflict between military employees, reduce turnover, and promote productivity. This lesson will inform personnel on *Human Relations* matters critical to an effective workforce and mission readiness. Specifically, this lesson will enlighten students on Communicating Across Differences; Cross-Cultural Communication; Cross-Generational Communication; Cross-Gender Communication; Effective Communication Strategies; and finally Resources. This teaching plan is used in conjunction with the standardized DoD Human Relations training template called, *Communicating across Differences*.

### TEACHING STRATEGY

One of the most effective strategies for teaching about *Human Relations* issues is Socratic instruction. This strategy is commonly used when teaching about social issues and mainly involves structured *questioning* by the presenter or facilitator. The presentation of this lesson should foster critical thinking, evaluation, and knowledge application in your audience. Socratic questioning should be used as much as possible during the lesson presentation to ensure students understand the content. As you present the material in this lesson consider the following strategies:

1. Provide time for student reflection and thinking. During the presentation, allow students time to consider questions, as well as, their response before requesting them to answer.
2. Avoid yes-no questions (e.g. “Does this make sense to you?”). These types of questions (Polar questions) lead nowhere and do not promote thinking or discussion.
3. Ensure students have a basic understanding of the learning material, as well as, the resources to respond to the questions posed. For the audience to make progress it is important for you (Trainer/Presenter/Facilitator) to understand their levels of knowledge and experience.
4. Employ open-ended and closed questions. Open-ended questions promote critical thinking, while closed questions can focus attention. Always try to ask open-ended questions that encourage your audience to express their thoughts. Questions that begin with “How” and “Why” will give the audience an opportunity to relate themselves to the question.
5. Include clarifying questions, such as, “How does the environment an individual grew up in affect their perspectives on these types of activities?” Be prepared to offer the audience guidance as they reflect on possible answers.
6. Use questions from all levels of thinking. The goal is to help the audience develop higher levels of critical thinking, not just to expand their knowledge and comprehension of the training material.

### Guidance for Instructors:

- The information presented herein is intended for education and training purposes only and applies solely to cultural communication practices in the Military Services and in no other context.
- Instructors using this Teaching Plan can personalize the training to meet Service needs. However, any changes to the content of the training must be coordinated through the local Military Equal Opportunity office or DEOMI-trained Equal Opportunity Advisor, as well as, the local Office of the Staff Judge Advocate, and approved at the appropriate level in the chain of command. Please refer any questions regarding the template or its contents to your respective Component or Military Service Military Equal Opportunity Office.
- This training places emphasis on an effective communication strategy, which begins with the understanding that the sender of the message and the receiver of the message may include different cultural, generational, and gender backgrounds

### INSTRUCTIONAL METHOD

Method	Time
• Informal Lecture	
• Socratic Questioning	
<b>Total Time:</b>	
<b>Note:</b> Break times are at the discretion of the Instructor/Facilitator.	

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## **INSTRUCTIONAL MATERIAL**

Locally Developed

## **AUDIOVISUAL AIDS AND EQUIPMENT**

Power Point Slide Presentation, computer, Screen, and Audio Speakers

## **TEACHING SYLLABUS**

### **Learning Objective**

The objective of this training is to ensure Service members understand how cultural, generational, and gender communications can impact the work environment. Specifically, students must know:

1. Identify the Fundamentals of Communicating Across Differences
2. Recall the basics of Cross-Cultural Communication
3. Recall the basics of Cross-Generational Communication
4. Recall the basics of Cross-Gender Communication
5. Identify Effective Communication Strategies

## PART II: LESSON

Discussion Point	Instructional Guidance
<p><i>The references cited in this lesson are used for training purposes only and support the training objective. Referenced material from non-federal government sources may not be used for any purpose other than training.</i></p> <p><i>Unless specifically identified as a Department of Defense or other U.S. government source, DEOMI does not endorse the content of any specific reference material, or the organization that is the source of the material</i></p> <p><i>Reference materials from non-federal sources are included in this material solely to expose students to varying points of view and to generate discussion.</i></p> <p><i>The content of this lesson is designed to increase student knowledge while generating academic discussions and debate. The content of this lesson should not be taken out of context</i></p>	<p><b>Note:</b> <b>Instructors must refrain from providing their personal opinions throughout this training, and avoid presenting specific solutions as the preferred or recommended way to resolve issues. Instead, instructors should demonstrate how to apply statutory/regulatory guidance, use case-by-case analysis, and evaluate the record of each case as a whole (totality of the circumstances) in presenting the material and answering students' questions.</b></p> <p><b>This training is structured to prepare them to identify individual or organizational behaviors which are contrary to DoD policy and that could be detrimental to mission readiness.</b></p> <p><b>Emphasize to the student that any training, consultation, or advice they give to their command or organization must align to DoD policy and guidance.</b></p> <p><b>Slide #1: Communicating Across Differences</b></p> <p><b>Attention:</b> <i>Locally Developed</i></p> <p><b>Motivation:</b> <i>Locally Developed</i></p>
<p><b>Objective:</b></p> <ol style="list-style-type: none"> <li>1. The objective of this training is to ensure Service members <i>understand how cultural, generational, and gender communications can impact the work environment.</i></li> </ol> <p>The content of this training focuses mainly on American cultural, generational, and gender communication characteristics</p>	<p><b>Slide #2: Objective</b></p> <p><b>Instructor Note:</b></p> <ol style="list-style-type: none"> <li>1. The information presented herein is intended for education and training purposes only</li> <li>2. Given a global work environment and different cultural, generational, and gender contexts; communication</li> </ol>

Discussion Point	Instructional Guidance
that may have an impact in the workplace	<p>challenges can impact personal relationships, which may influence mission readiness</p> <ol style="list-style-type: none"> <li>3. There are a myriad of factors influencing the communication process.</li> <li>4. This training places emphasis on an effective communication strategy, which begins with the understanding that the sender of the message and the receiver of the message may include different cultural, generational, and gender backgrounds</li> </ol>
<p><b>Lesson Overview:</b></p> <ol style="list-style-type: none"> <li>1. Communicating Across Differences</li> <li>2. Cross-Cultural Communication</li> <li>3. Cross-Generational Communication</li> <li>4. Cross-Gender Communication</li> <li>5. Effective Communication Strategies</li> </ol>	<p><b>Slide #3: Lesson Overview</b></p> <p><b>Instructor Note:</b> <i>(Locally Developed)</i></p>
	<b>TRANSITION:</b>
<b>COMMUNICATING ACROSS DIFFERENCES</b>	<b>TIME:</b>
<p>➤ <b>Communicating Across Differences:</b></p> <p>Interpersonal communication is the foundation of human interaction. Communicating Across Differences is fundamental in effectively communicating with others.</p> <ol style="list-style-type: none"> <li>1. Understanding human dynamics and differences is an essential aspect of planning for success across the full spectrum of military and national security operations (Defense Science Board, Understanding Human Dynamics, 2009).</li> </ol>	<p><b>Slide #4: Communicating Across Differences</b></p> <p><b>Lead-off Question (LOQ):</b> What are some other positive aspects associated with <i>Communicating Across Differences</i>?</p> <p><b>Anticipated Response:</b> <i>Locally Developed</i></p>



Discussion Point	Instructional Guidance
<p>2. Understanding the diversity of communication helps individuals and organizations to build an institutional culture that incorporates differences, develop multicultural teams, recruit and retain a diverse workforce, resolve conflict between employers and employees, reduce turnover, and promote employee productivity.</p> <p><i>As the challenges we face require a Joint Force that is flexible, agile, and adaptive, it emphasizes people as much as platforms. It recognizes that the unique character of our Service members...is a formidable advantage.</i></p> <p><b>- 2011 National Military Strategy</b></p>	<p><b>Follow-up Question:</b> <i>Locally Developed(If needed)</i></p> <p><b>Anticipated Response:</b> <i>Locally Developed</i></p>
<p>➤ <b>Communicating Across Differences: (Continued)</b></p> <ol style="list-style-type: none"> <li>1. In the DoD, most communication involves speaking and writing, but also includes nonverbal communication such as body language, graphics, etc.</li> <li>2. Studies show that at least 75 percent of each work day is consumed by talking and listening. At least 70 percent of all workplace communication fails to achieve the intended purpose.</li> <li>3. The ability to effectively communicate across differences will have a positive impact on communication and ultimately performance.</li> </ol>	<p><b>Slide #5: Communicating Across Differences</b></p> <p><b>Instructor Note:</b></p> <ol style="list-style-type: none"> <li>1. Research suggests that the effectiveness of our communication is dependent upon a common system of language, symbols, signs, or behavior.</li> <li>2. The language, symbols, signs, or behaviors all impact how we communicate across the cultural, generational, and gender differences</li> <li>3. We must consider the language, symbols, signs, or behavior associated with different cultures, generations, and genders to ensure communication in a diverse environment does not increase ambiguity, making communications even more complex</li> </ol>
<p>➤ <b>Communicating Across Differences: (Continued)</b></p> <ol style="list-style-type: none"> <li>1. How we communicate in a diverse society is a major challenge. It is important that we understand differences in</li> </ol>	<p><b>Slide #6: Communicating Across Differences</b></p> <p><b>Instructor Note:</b> For example, one should always assume that there is a significant possibility that communication patterns</p>

Discussion Point	Instructional Guidance
<p>customs and patterns of thinking in this increasingly diverse society</p> <p>2. “Through our interactions and confrontations of difference—of perspective, of prior experience, of style, of identity—that we come to recognize the limits of our own perspectives, experiences, and styles” (Gentile, 1998).</p>	<p>may be causing communication problems. Be willing to be patient and forgiving rather than hostile and aggressive, if problems develop. Try to respond slowly and carefully when communicating across differences, not jumping to the conclusion that you know what is being thought and said.</p>
<p>➤ <b>Communicating Across Differences: (Continued)</b></p> <p>1. One should always assume that there is a significant possibility that communication patterns may be causing communication problems. Individuals should be willing to be patient and forgiving, rather than hostile and aggressive, if problems develop.</p> <p>2. One should respond slowly and carefully when communicating across differences, and not jumping to conclusion of you believe is being thought and said.</p> <p>3. Understanding the context and the receiver’s perspective, including culture, gender, and the generational perspective, can increase communication flexibility.</p>	<p><b>Slide #7: Communicating Across Differences</b></p> <p>For example,</p> <p><b>Lead-off Question (LOQ):</b> What are some other ways to increase communication flexibility?</p> <p><b>Anticipated Response:</b></p> <ul style="list-style-type: none"> <li>• Listen carefully</li> <li>• Don’t interrupt</li> </ul> <p><b>Follow-up Question:</b> <i>Locally Developed(If needed)</i></p> <p><b>Anticipated Response:</b> <i>Locally Developed</i></p>
<p>➤ <b>Communicating Across Differences: (Continued)</b></p> <p>The following may contribute to communication problems (not inclusive):</p> <ol style="list-style-type: none"> <li>1. Cultural Differences</li> <li>2. Generational Differences</li> <li>3. Gender Differences</li> </ol>	<p><b>Slide #8: Communicating Across Differences</b></p> <p>For example, (<i>provide examples that are relevant to the presentation’s locality</i>)</p>

Discussion Point	Instructional Guidance
4. Language 5. Stereotypes 6. Misinterpretation	
<p>➤ <b>Communicating Across Differences: (Continued)</b></p> <p>The key to effectively communicating across differences is knowledge:</p> <ol style="list-style-type: none"> <li>1. First, it is essential that people understand the potential problems of cultural, generational, and gender communication. Individuals need to make a conscious effort to overcome these problems.</li> <li>2. Second, it is important to assume that one's efforts will not always be successful, and adjust one's behavior appropriately.</li> </ol>	<p><b>Slide #9: Communicating Across Differences</b></p> <p><b>Instructor Note:</b> William Ury's (2000) suggestion for heated conflicts is to stop, listen, and think, or as he puts it "go to the balcony" when the situation gets tense. By this he means withdraw from the situation, step back, and reflect on what is going on before you act. This helps in cross cultural communication as well.</p>
	<p><b>TRANSITION:</b></p>
<p><b>CROSS-CULTURAL COMMUNICATION</b></p>	<p><b>TIME:</b></p>
<p>➤ <b>Cross-Cultural Communication:</b></p> <p><i>“Process of exchanging, negotiating, and mediating one's cultural differences through language, non-verbal gestures, and space relationships. It is also the process by which people express their openness to a cross-cultural experience.” (Gotland University)</i></p> <ol style="list-style-type: none"> <li>1. Cross Cultural Communication is interactive and calls for reflective listening.</li> <li>2. If there are significant cultural differences, <i>miscommunication</i> will occur, even with all the goodwill intended.</li> </ol>	<p><b>Slide #10: Cross-Cultural Communication</b></p> <p><b>Instructor Note:</b> Cross Cultural Communication can be challenging yet highly rewarding if one comprehends and respects the differences among people of diverse culture, and can go beyond the superficial without any judgment.</p> <p><b>Cross cultural communication is defined by Gotland University</b></p> <ul style="list-style-type: none"> <li>○ Culture refers to the customs, attitudes, language, arts, common dietary habits and attire of a particular section of society or region. It also includes the learned values, beliefs, and behaviors common to a group of individuals.</li> </ul>

Discussion Point	Instructional Guidance
	<p>Successful cross cultural communicators need to educate their clients to show respect for the others point of views, withhold judgment, tolerate ambiguity, recognize one’s own cultural biases, and differences, learn to be flexible and discover points of references or common grounds from where to take off. Successful cross cultural communicators must also teach their clients to recognize that there will always be variations within groups as there will be between them. Knowledge and information therefore are two vital keys to understanding cross cultural communication.</p>
<p>➤ <b>Cross-Cultural Communication: (Continued)</b></p> <ol style="list-style-type: none"> <li>1. Cross-cultural communication involves exploring ways in which various groups within our society relate to each other.</li> <li>2. Culture may often be at the root of communication challenges, and can influence miscommunication, as well as, participation in other cultural groups and communities.</li> <li>3. Culture shapes values, beliefs, norms, and practices of members of the same cultural group, and it guides their thinking, doing, and being, becoming patterned expressions of who an individual is (Hofstede, 1997).</li> </ol>	<p><b>Slide #11: Cross-Cultural Communication</b></p> <p><b>Instructor Note:</b> The way an individual communicates emanates from his or her culture. According to DuPraw and Axner (1997), the way people communicate varies widely between, and even within, cultures.</p> <p><b>Lead-off Question (LOQ):</b> <i>Locally Developed(If needed)</i></p> <p><b>Anticipated Response:</b> <i>Locally Developed</i></p>
<p>➤ <b>Cross-Cultural Communication: (Continued)</b></p> <ol style="list-style-type: none"> <li>1. The impact of cross-cultural communication may be seen in how some White and Asian Americans typically consider raised voices to be a sign of increased aggression, while some Blacks, Hispanic, Jewish, and Italian Americans often feel that an increase in volume is a sign of an exciting conversation among friends (Beebe, Beebe, &amp; Redmond,</li> </ol>	<p><b>Slide #12: Cross-Cultural Communication</b></p> <p><b>Instructor Note:</b> Culture shapes values, beliefs, norms, and practices of members of the same cultural group, and it guides their thinking, doing, and being, becoming patterned expressions of who an individual is (Hofstede, 1997).</p> <p>Increasing diversity in the workplace engenders practical as well</p>

Discussion Point	Instructional Guidance
<p>2005 ).</p> <ol style="list-style-type: none"> <li>2. Across cultures, some words and phrases are used in different ways. For example, even in countries that share the English language, the meaning of “yes” varies from ‘maybe, I’ll consider it’ to “definitely so,” with many shades in between (DuPraw &amp; Axner, 1997).</li> <li>3. Exploring ways in which various groups within our society have related to each other is key to opening channels for cross-cultural communication, and ultimately leading to cross-cultural competency (Kelly, 2008).</li> </ol>	<p>as theoretical implications for persons who study organizational communication. Practitioners need to determine how communication contributes to the effective integration of the need to develop strategies to promote both inclusion and equality in a diverse workforce. (Cormen, Banks. Bantz. &amp; Meyer, 1990).</p>
<p>➤ <b>Cross-Cultural Communication: (Continued)</b></p> <ol style="list-style-type: none"> <li>1. Cross-Cultural Competence: <ol style="list-style-type: none"> <li>a. The ability to interact effectively with people of different cultures and socio-economic backgrounds, particularly in the context of human resources, non-profit organizations, and government agencies whose employees work with persons from different cultural/ethnic backgrounds (Martin, M. &amp; Vaughn, B., 2007).</li> <li>b. The development of knowledge and skill through experience and training that results in a complex schema of cultural differences, perspective-taking skills, and interpersonal skills (communication), all of which an individual can flexibly (or adaptively) apply through the willingness to engage in new environments even in the face of considerable ambiguity, through self-monitoring and through self-regulation to support mission success</li> </ol> </li> </ol>	<p><b>Slide #13: Cross-Cultural Communication- Competence</b></p> <p><b>Lead-off Question (LOQ):</b> What are some important cultural competencies?</p> <p><b>Anticipated Response:</b></p> <ul style="list-style-type: none"> <li>• Awareness of one's own cultural worldview</li> <li>• Positive attitude towards cultural differences</li> <li>• Knowledge of different cultural practices</li> <li>• Cross-cultural skills</li> </ul> <p>DEOMI has created a <i>working definition</i> of <i>cross-cultural communication</i> to tentatively express the essential nature of a common phrase and provide flexibility to the DoD 3C model (Cross-Cultural Competency).</p> <p>Cross-cultural competence has two important facets; Cultural Learning and Cultural Agility.</p> <ul style="list-style-type: none"> <li>• Cultural learning enables Service members to quickly gain an understanding of the socio-cultural context of</li> </ul>

Discussion Point	Instructional Guidance
<p>in a dynamic context (<i>DEOMI Working Definition</i>).</p>	<p>operations</p> <ul style="list-style-type: none"> <li>• Cultural agility provides the ability to respond effectively in situations of cultural diversity.</li> </ul> <p>Experiential and observational learning are particularly instrumental in building these abilities.</p>
<p>➤ <b>Cross-Cultural Communication: (Continued)</b></p> <p>Effective Cross-Cultural Communication Strategies:</p> <ol style="list-style-type: none"> <li>1. When things seem to be going badly, stop or slow down and think. What could be going on here? Is it possible I misinterpreted what they said, or they misinterpreted me? Often misinterpretation is the source of the problem.</li> <li>2. Active listening can sometimes minimize misinterpretations—by repeating what one thinks he or she heard, one can confirm that one understands the communication accurately.</li> <li>3. If words are used differently between languages or cultural groups, however, even active listening can overlook misunderstandings.</li> </ol>	<p><b>Slide #14: Cross-Cultural Communication- Strategies</b></p> <p><b>Lead-off Question (LOQ):</b> What are some other cross-cultural communication strategies?</p> <p><b>Anticipated Response:</b> <i>Locally Developed</i></p> <p><b>Follow-up Question:</b> <i>Locally Developed (If needed)</i></p> <p><b>Anticipated Response:</b> <i>Locally Developed</i></p>
	<p><b>TRANSITION:</b></p>
<p><b>CROSS-GENERATIONAL COMMUNICATIONS</b></p>	<p><b>TIME:</b></p>
<p>➤ <b>Cross-Generational Communication:</b></p> <p>The phrase cross-generational communication describes the ability to successfully form, foster, and improve communication with</p>	<p><b>Slide #15: Cross-Generational Communication</b></p> <p><b>Instructor Note:</b></p> <p>DEOMI has created a <i>working definition</i> of cross-generational</p>

Discussion Point	Instructional Guidance
<p>members of a generation different from one's own (<i>DEOMI Working Definition</i>).</p>	<p><i>communication</i> to tentatively express the essential nature of a common phrase.</p>
<p>➤ <b>Cross-Generational Communication: (Continued)</b></p> <ol style="list-style-type: none"> <li>1. For the first time in history, four generations are working side by side. Different values, experiences, styles, and activities sometimes create misunderstandings and frustrations</li> <li>2. Over the next few years, 70 million Baby Boomer will retire</li> <li>3. Generation X, a generation with different values and priorities than Boomers and Traditionalists, will assume leadership positions</li> <li>4. The old models of who works and what they work for are steadily changing</li> </ol> <p>Marston, C. (2007). <i>Motivating the “What’s in it For Me?” Generation Workforce</i>. Hoboken, NJ: John Wiley &amp; Sons, Inc.</p>	<p><b>Slide #16: Cross-Generational Communication</b></p> <p><b>Lead-off Question (LOQ):</b> <i>Locally Developed(If needed)</i></p> <p><b>Anticipated Response:</b> <i>Locally Developed</i></p>
<p>➤ <b>Cross-Generational Communication: (Continued)</b></p> <ol style="list-style-type: none"> <li>1. Understanding generational differences is critical to creating harmony, mutual respect, and joint effort.</li> <li>2. Though there is quite a range of generalizations outlining generational categories, and the nomenclature used to label the generations is not standardized, trends can be observed in which generations can be categorized.</li> </ol>	<p><b>Slide #17: Cross-Generational Communication</b></p>

Discussion Point	Instructional Guidance																									
<p>➤ <b>Cross-Generational Communication: (Continued)</b></p> <p><b><u>Generational Categories:</u></b></p> <ol style="list-style-type: none"> <li>1. Traditionalists (born 1922-1943)</li> <li>2. Baby Boomers (born 1943-1960)</li> <li>3. Generation X (born 1960-1980)</li> <li>4. Millennial (born 1980-2006)</li> </ol> <ul style="list-style-type: none"> <li>• Note: There are many studies identifying the generational categories; however, the ones shown above are common.</li> </ul>	<p><b>Slide #18: Cross-Cultural Communication</b></p> <p><b>Instructor Note:</b></p> <p>There are many studies identifying the generational categories:</p> <ul style="list-style-type: none"> <li>• Macon and Artley (2009) described general stereotypes of four generations, Veterans, Baby Boomers, Generation X and Y.</li> <li>• Lancaster, L.C. and D. Stillman (2002). <i>When Generations Collide, New York: Harper Collins.</i></li> <li>• Marston, C. (2007). <i>Motivating the „What“s in it For Me?“ Generation Workforce. Hoboken, NJ: John Wiley &amp; Sons, Inc.</i></li> <li>• Strauss, W. and N. Howe (1997). <i>The Fourth Turning: An American Philosophy. New York: Broadway Books.</i></li> <li>• Zemke, R., C. Raines, and B. Filipezak (2000). <i>Generations at Work: Managing the Clash of Veterans, Boomers, Xers, and Nexters in Your Workplace. New York: AMACOM, American Management Association.</i></li> </ul>																									
<p><b>Generational Characteristics:</b></p> <table border="1" data-bbox="191 967 1052 1481"> <thead> <tr> <th>Characteristic</th> <th>Traditionalists</th> <th>Baby Boomers</th> <th>Generation X</th> <th>Millennials</th> </tr> </thead> <tbody> <tr> <td><b>Core Values</b></td> <td>Respect for authority Conforming Discipline Hard work</td> <td>Optimism Involvement Team orientation Personal gratification</td> <td>Diversity Skepticism Self-reliance Fun and informality</td> <td>Realism Achievement oriented Extreme fun Social</td> </tr> <tr> <td><b>Family</b></td> <td>Traditional</td> <td>Disintegrating</td> <td>Latch-key kids</td> <td>Merged families</td> </tr> <tr> <td><b>Education</b></td> <td>A dream</td> <td>A birthright</td> <td>A way to get there</td> <td>An incredible expense</td> </tr> <tr> <td><b>Communication Media</b></td> <td>Rotary phones One-on-one Write a memo</td> <td>Touch-tone phones Call me anytime</td> <td>Cell phones Call me only at work Internet</td> <td>Internet Mobile devices Texting and email</td> </tr> </tbody> </table>	Characteristic	Traditionalists	Baby Boomers	Generation X	Millennials	<b>Core Values</b>	Respect for authority Conforming Discipline Hard work	Optimism Involvement Team orientation Personal gratification	Diversity Skepticism Self-reliance Fun and informality	Realism Achievement oriented Extreme fun Social	<b>Family</b>	Traditional	Disintegrating	Latch-key kids	Merged families	<b>Education</b>	A dream	A birthright	A way to get there	An incredible expense	<b>Communication Media</b>	Rotary phones One-on-one Write a memo	Touch-tone phones Call me anytime	Cell phones Call me only at work Internet	Internet Mobile devices Texting and email	<p><b>Slide #19: Cross-Cultural Communication-Chart</b></p>
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Discussion Point	Instructional Guidance
<p>➤ <b>Cross-Generational Communication: (Continued)</b></p> <p>Impacting the Work Environment:</p> <ol style="list-style-type: none"> <li>1. <u>Traditionalists</u> are logical and conservative communicators. Don't make it too personal, they don't express their inner thoughts and feelings easily.</li> <li>2. <u>Boomers</u> are the personable group and are all about meetings – get together and discuss it. They use both face-to-face and electronic communications, but for those big decisions, they want to “sit down and talk.”</li> <li>3. <u>Generation “X” (Xers)</u> want you to prove to them you know what you're talking about. They are individuals first, and a group second. Make it quick and direct, they don't have time for chit chat. They prefer electronic communication because it's more efficient.</li> <li>4. <u>Millennials</u> need feedback and are overall very positive. They have an affinity for networking and collaboration is their middle name. Text messaging is mandatory for this group, however they are great face-to-face with the Traditionalists</li> </ol>	<p><b>Slide #20: Cross-Cultural Communication- Impacting the Work Environment</b></p> <p><b>Lead-off Question (LOQ):</b> <i>Locally Developed(If needed)</i></p> <p><b>Anticipated Response:</b> <i>Locally Developed</i></p> <p><b>Follow-up Question:</b> <i>Locally Developed(If needed)</i></p> <p><b>Anticipated Response:</b> <i>Locally Developed</i></p>
<p>➤ <b>Cross-Generational Communication: (Continued)</b></p> <p>Effective Cross-Generational Communication Strategies:</p> <p>Understand the generational motives. Who is right and who is wrong, or is it all gray area?</p>	<p><b>Slide #21: Cross-Cultural Communication- Strategies</b></p> <p><b>Lead-off Question (LOQ):</b> What are some other cross-generational communication strategies to enhance communication in the workplace?</p> <p><b>Anticipated Response:</b></p>

Discussion Point	Instructional Guidance
<ol style="list-style-type: none"> <li>1. Xers can discuss an issue without having to be right.</li> <li>2. Boomers tend to be the “my way or the highway” type.</li> <li>3. Traditionalists see things in black and white with ethics being first and foremost.</li> <li>4. Millennials look for the greater good, almost like “all for one and one for all.”</li> </ol>	<ul style="list-style-type: none"> <li>• Flexibility in communication style (face-to-face, text, etc.)</li> <li>• Avoid Generational Jargon (provide examples)</li> <li>• Practice Active Listening</li> </ul> <p><b>Follow-up Question:</b> <i>Locally Developed(If needed)</i></p> <p><b>Anticipated Response:</b> <i>Locally Developed</i></p>
<p>➤ <b>Cross-Generational Communication: (Continued)</b></p> <ol style="list-style-type: none"> <li>1. It’s not what you say, but how you say it, with each of these groups. Our communication style must adapt to the realities of today, i.e., face-to-face meetings combined with webinar-type technology.</li> <li>2. Look beyond appearances. Someone who appears “old” isn’t brain dead; someone who is “a kid” may have a brilliant idea if you’d just take the time to listen.</li> </ol>	<p><b>Slide #22: Cross-Cultural Communication- Strategies</b></p> <p><b>Lead-off Question (LOQ):</b> <i>Locally Developed(If needed)</i></p> <p><b>Anticipated Response:</b> <i>Locally Developed</i></p>
	<p><b>TRANSITION:</b></p>
<p><b>CROSS-GENDER COMMUNICATION</b></p>	<p><b>TIME:</b></p>
<p>➤ <b>Cross-Gender Communication:</b></p> <ol style="list-style-type: none"> <li>1. Men and women are NOT the same. However, "different from" is not the same thing as "less than."</li> <li>2. Being <u>unaware</u> of gender-related communication barriers may cause a misinterpretation and subsequent misguided reactions in the communication process.</li> </ol>	<p><b>Slide #23: Cross-Gender Communication</b></p> <p><b>Lead-off Question (LOQ):</b> <i>Locally Developed(If needed)</i></p> <p><b>Anticipated Response:</b> <i>Locally Developed</i></p>

Discussion Point	Instructional Guidance
<p>3. Gender-related communication differences and the awareness of gender-related communication barriers may play an important role in communication effectiveness.</p>	
<p>➤ <b>Cross-Gender Communication: (Continued)</b></p> <ol style="list-style-type: none"> <li>1. Research suggests that men generally strive for mastery, independence, and self-assertiveness in communication, whereas women strive for connectedness, cooperation with others and emotional openness (Stake, 1997).</li> <li>2. Communication is a primary method of maintaining relationships. Miscommunication and conflict can occur when male and female communicators interpret language semantics differently (Rodino, 2005).</li> </ol>	<p><b>Slide #24: Cross-Gender Communication</b></p> <p><b>Lead-off Question (LOQ):</b> <i>Locally Developed(If needed)</i></p> <p><b>Anticipated Response:</b> <i>Locally Developed</i></p>
<p>➤ <b>Cross-Gender Communication: (Continued)</b></p> <p>Gender Communication Barriers:</p> <ol style="list-style-type: none"> <li>1. Men interrupt more in conversations, whereas women take turns (Butler &amp; Geis, 1990)</li> <li>2. Women tend to be inclusive in their communication, whereas men exhibit individualistic behavior (Wood &amp; Dindia, 1998)</li> <li>3. Women model non-gendered language more often than do men (Blaubergs, 1980)</li> <li>4. Men are prone to linear thought patterns, whereas women favor “web” thinking or the cognitive process of bringing in more details for consideration (Fisher, 1999).</li> </ol>	<p><b>Slide #25: Cross-Gender Communication</b></p> <p><b>Lead-off Question (LOQ):</b> What are some other barriers to Cross-Gender Communication that may impact the workplace?</p> <p><b>Anticipated Response:</b></p> <ul style="list-style-type: none"> <li>• Different attitudes toward tasks vs. relationships</li> <li>• Leadership Style</li> <li>• Non-verbal communication</li> </ul>

Discussion Point	Instructional Guidance
<p>➤ <b>Cross-Gender Communication: (Continued)</b></p> <p>Effective Cross-Gender Communication Strategies:</p> <ol style="list-style-type: none"> <li>1. Commit yourself to ongoing self-analysis of your perspectives.</li> <li>2. Evaluate how you filter and potentially distort the way you see and communicate with other genders.</li> <li>3. Be aware of preferences and behaviors that are gender-based and not the “correct” or only ones.</li> <li>4. Become sensitive to a range of verbal and nonverbal behavior.</li> <li>5. Have an open mind to other views and ways of doing things.</li> <li>6. There are no universal gestures or cultural patterns.</li> <li>7. Address and challenge questionable behavior before it escalates.</li> </ol>	<p><b>Slide #26: Cross-Gender Communication- Strategies</b></p> <p><b>Lead-off Question (LOQ):</b> <i>Locally Developed(If needed)</i></p> <p><b>Anticipated Response:</b> <i>Locally Developed</i></p> <p><b>Follow-up Question:</b> <i>Locally Developed(If needed)</i></p> <p><b>Anticipated Response:</b> <i>Locally Developed</i></p>
	<b>TRANSITION:</b>
<b>EFFECTIVE COMMUNICATION STRATEGIES</b>	<b>TIME:</b>
<p>➤ <b>Effective Communication Strategies:</b></p> <ol style="list-style-type: none"> <li>1. The workforce is becoming more globalized. It’s important to communicate properly with people of different genders, ethnicities, backgrounds, cultures, ages, and races.</li> </ol>	<p><b>Slide #27: Effective Communication Strategies</b></p> <p><b>Lead-off Question (LOQ):</b> <i>Locally Developed(If needed)</i></p> <p><b>Anticipated Response:</b> <i>Locally Developed</i></p>

Discussion Point	Instructional Guidance
<ol style="list-style-type: none"> <li>2. Topics difficult to communicate about include: world views, religion, culture, stereotypes, race, gender, religion, sexual orientation, and generational differences; languages, verbal and non-verbal behavior &amp; gestures impact communication</li> <li>3. Customs and slang language make communications more difficult</li> <li>4. Often what is meant is not what is heard, intended or not</li> <li>5. Stereotyping and generalization cloud the issues</li> </ol>	
<p>➤ <b>Effective Communication Strategies: (Continued)</b></p> <ol style="list-style-type: none"> <li>1. <u>Listening</u>: Attentive, open-minded listening is critical to understand meanings; read between the lines and empathize with the speaker.</li> <li>2. <u>Speaking</u>: Improve communication with positive speech: encouragement, affirmation, recognition, phrasing requests clearly, expressing opinions sensitively will. Avoid negative or stereotypical comments and innuendo based on gender, race, age, etc.</li> <li>3. <u>Observation</u>: Note people's dress, body language, interaction, and behavior. Be aware of differences. Try to understand the roots of behaviors. Ask appropriate and thoughtful questions to expand cross difference knowledge.</li> <li>4. <u>Patience</u>: Through patience, respect is won and cross-difference understanding is enhanced.</li> <li>5. <u>Flexibility</u>: The route to successful communication is adaptability and open-mindedness. Understand and address</li> </ol>	<p><b>Slide #28: Effective Communication Strategies</b></p> <p><b>Lead-off Question (LOQ):</b> What are some other effective communication strategies that enhance the workplace?</p> <p><b>Anticipated Response:</b></p> <ul style="list-style-type: none"> <li>• Use the person's name when talking to them</li> <li>• Get to the point, don't waste time on frivolous conversations</li> <li>• Let others talk</li> <li>• Become aware of vocal cues (Do not use an excessive amount of 'filler' words (sayings or words repeated often), sounds such as "uh, um" or use lengthy pauses during conversation.)</li> </ul> <p><b>Follow-up Question:</b> <i>Locally Developed(If needed)</i></p> <p><b>Anticipated Response:</b> <i>Locally Developed</i></p>

Discussion Point	Instructional Guidance
differences to breaking barriers, resulting in better lines of communication, mutual trust, and creative thinking.	
<b>SUMMARY</b>	<b>TIME:</b>
<p><b>Summary</b></p> <ol style="list-style-type: none"> <li>1. Communicating Across Differences</li> <li>2. Cross-Cultural Communication</li> <li>3. Cross-Generational Communication</li> <li>4. Cross-Gender Communication</li> <li>5. Effective Communication Strategies</li> </ol>	<p><b>Slide #29: Effective Communication Strategies</b></p>