

Managing Generational Differences

BUS 471/699-Fx4

Omaha Campus

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TEXT: No text required for this course.

COURSE DESCRIPTION: An exploration of the various generations in the workplace. We will identify the five generations and how they must interact with each other. By the end of this course Students will (1) be able to understand the different communication styles (2) learn tools and techniques for managing each generation, (3) Understand and appreciate the core values and principles and how they affect work relationships.

LEARNING GOALS AND OBJECTIVES: By the conclusion of this course, students will:

1. Define the five generations and the varying principles and values of each generation.
2. Describe how perceptions differ with each generation in relation to work ethic, family and technology.
3. Understand the impact that each generation has had on the work environment past and present.
4. Demonstrate ways to effectively make connections from one generational cohort to another.

ACADEMIC INTEGRITY: This class follows the Doane College Academic Honesty Policy. All materials submitted for this class are expected to be original by the student and should not have been submitted for credit to any other course. Academic integrity is expected for all interactions and requirements. This includes, but is not limited to, original work on assignments, accountability and completion of requirements, maintenance of confidentiality for individuals, and accurate citation of and references to original work. Specific information about Academic Honesty and Plagiarism may be found in the Doane Student Handbook. When applicable, assignments must be typed and adhere to the APA 6th Edition guidelines. This includes crediting authors when paraphrasing, summarizing, or directly quoting the work of other individuals. Resources for APA formatting are available on Blackboard. Mechanics of writing are considered in the grading of assignments. Therefore, it is expected that you will proofread all work for accurate spelling, grammar, and punctuation before submitting assignments and projects. Depth of thought, application, and analysis demonstrated in the assignment will be considered in the grading process. All work is expected to be of highest quality. Work may be turned back to the student for review and revision.

LEARNING STRATEGIES: The classroom educational environment will include lecture and in depth discussion to enhance business law topics in an effort to establish relevance in a student's academic and personal lives. The course also involves various media sources such as news articles, court decisions and film.

PRESENTATION: Each student will be required to put together a 10-minute presentation on a generation of their choosing. It will be both interactive and a comprehensive demonstration of information about one of the five generations. Depending on the number of students will determine if the presentation will be individual or a group effort. More information to follow on the first night of class.

PAPER: At the conclusion of this course each student will be required to submit a 5-page reflection paper on what was learned during this course. This will be a designed paper to uncover your emotional reaction and thoughts about each generation.

GRADING: Your grade will be based on attendance and participation in class activities, as well as satisfactory completion of the final presentation and reflective paper. Active class participation is vital to the overall learning process **and** your successful completion of the course. As this is a flex course it will be expected that students attend each class.

Class attendance: 100 points
Participation: 150 points
Presentation: 150 points
Paper: 100 points

While attendance only carries a 20% weight for the final grade, it is important that students remember the following applies with regard to the effect of attendance on your ultimate class grade:

ATTENDANCE:

Perfect Attendance:	A
One Excused Absence**	B
Two Excused Absences:	C
Three Absences:	D
Four or more Absences:	F

