



# **108: Remote Multi-Generational Differences in the Workplace**

**An Appendix to Standard Curriculum for Remote  
Training Delivery**

**The Pennsylvania Child Welfare  
Resource Center  
University of Pittsburgh,  
School of Social Work**

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## **Overall**

1. Moderator shares the links to the handouts in the chat when handouts need to be provided.
2. Discuss with moderator if instructor or moderator will be sharing PowerPoint slides on the screen.
3. Consider limiting the use of PowerPoint slides on the shared screen to increase engagement and so participants can see each other
4. Use breakout rooms for small team activities
5. Encourage participants to use the chat, raise hand feature, or unmute themselves to ask questions

## **Content Page 1: Section 1: Welcome and Introductions**

### **Step 1: Introductions**

(10 Minutes)

Ask participants to rename themselves in Zoom to include their name, where they are from, the number of years in their role, and their pronouns, if they choose during their introductions.

## **Content Page 1: Section 1: Welcome and Introduction**

### **Step 2: Learning Objectives/Agenda and What's in It for Children and Families**

(15 Minutes)

Inform participants that the Learning Objectives and the Agenda are part of Handout #01: PowerPoint Presentation - Display **PowerPoint Slides #2 and #3** to review Learning Objectives and Agenda

Display **PowerPoint Slide #4** to discuss the WIIFCF as a large group – If participants have printed **Handout #1: PowerPoint Presentation** they can take notes on that document or on a separate piece of paper.

## **Content Page 2: Section 1: Welcome and Introduction**

**Step 3:** Elicit what participants think they already know about multigenerational differences in the workplace.

Discuss the myths and realities and the identification of actual barriers and strengths that are present within generations as a large group.

**Content Page 4: Section III:** How Do Generational Differences Relate to Everyday Issues

**Step 2:** Display **Slide #22:** Instructor will assign all participants to teams to work together in breakout rooms (can be done in the beginning of the session).

Ask teams to be prepared to share their team responses upon returning to the main room. Send teams to their breakout rooms for 30 minutes.

For small group discussion, the instructor or moderator should send participants into their breakout rooms to discuss, before returning to the main room to share responses with the large group.