Dr. Tom Lifvendahl

www.drttomlifvendahl.com

tlifven@wi.rr.com

414.873-4170

Managing and Teaching Multiple Generations

Topics Covered

This presentation will cover:

- Generational preferences and characteristics
- Technological literacy and generational expectations
- Dominant generational preferences on managing and learning

Key Questions Addressed

- A key question addressed in this seminar is:
  - *To what extent do generational values and learning expectations impact employee effectiveness?*
- A key secondary question is:
  - *To what extent do managers need to adapt professional techniques to meet the learning requirements of workers/students whose ages may vary greatly?*

Overview

- Entire generations cannot be uniformly categorized
- Generational cohorts have shared social and historical experiences
  - The dividing dates for each generation are not rigid
  - Depending on the source, the years vary slightly but, there is a general agreement on the way the cohorts are distributed (Rickes, 2009).

WW II Generation

- This cohort was born before 1945 and is also called "Traditionalists, Builders, Matures, Industrialists, Depression Babies, and the Greatest Generation" (AARP, 2007, p. 9).
- Currently, there are 12.5 million (8% of the U.S. workforce) members of this generation still participating in the workforce (AARP, 2007, p. 9).

WW II cont'd

- Members of the WWII generation lived to see:
  - The Hindenburg tragedy [an explosion of a lighter than air dirigible] (1937)
  - Hitler invade Russia (1941),
  - Pearl Harbor (1941),
  - Jackie Robinson [the first black professional] join major league baseball (1947) as well as the Korean War (1950).
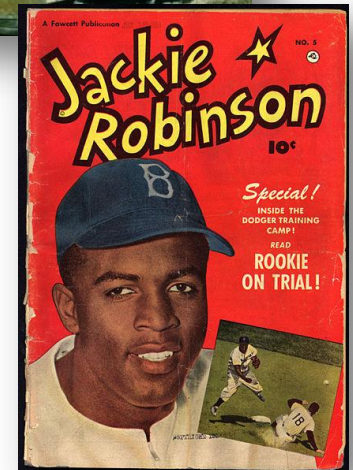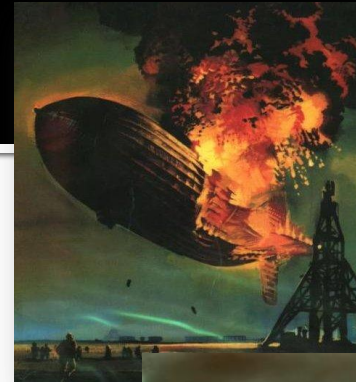
WW II cont'd

- This generation is known for its conservative values and hard working nature.
- They are responsible for building the infrastructure of modern American business (AARP, 2009, p. 9).

Baby Boom Generation

- This cohort born from 1946-1964 and are called "Boomers"
  - They total more then 66 million
  - They make up roughly 44% of the current U.S. workforce

U.S. Birth Rate: 1940-1980
(Baby Boomer Generation in Red)
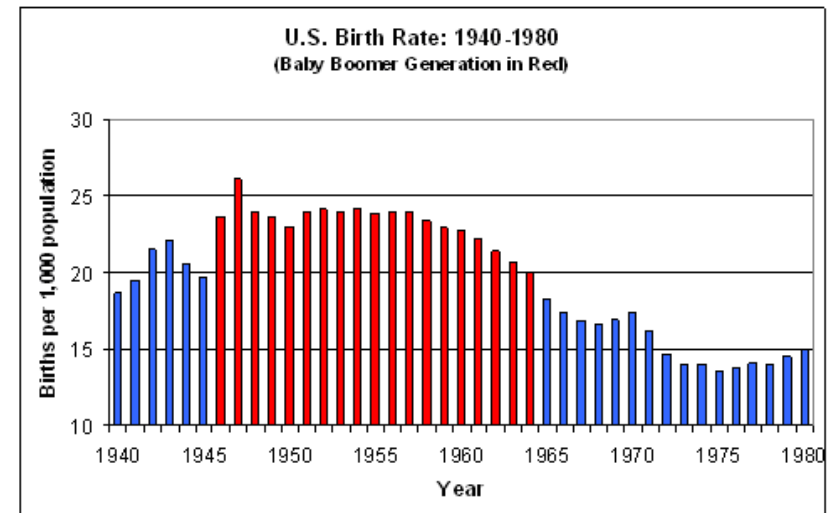
Boomers cont'd

- Boomers have been influencing the workplace for at least 20 years

- They were the first students be graded on their ability to 'work well with others' and 'share materials with classmates

Boomers cont'd

- **Baby Boomers were:**
  - Traumatized by the assassination of JFK
  - Influenced by the popularization of TV
  - Music of the Beatles
  - The first man to walk on the moon
  - The Vietnam War
  - The sexual revolution
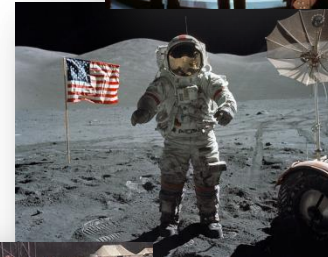
Boomers cont'd

"They attended higher education in the turbulent 1960's and 1970s, and many are returning to campus [now] to enroll in personal enrichment or to prepare for new careers in 'retirement'." (Rickes, 2009, p. 8)

Boomers cont'd

- When Boomers began filtering into the workforce, they were committed to making a difference:
  - They wanted to be involved in major decisions that would influence the direction of their respective organizations
  - Boomers are noted for their intense work ethic and drive to get ahead
  - They invented the 60 hour work week that extended into the weekends

Boomers cont'd

- 'Whatever it takes' and 'Going the extra mile' were the mantras of this generation.

- Participative management, employee involvement, quality circles, and team building are all products of the baby boomer initiatives (AARP, 2007, p. 10).

Generation X

- This cohort was born between 1965-1980
  - They are 33% of the U.S. labor force with 50 million employees
  - This generation grew up hearing their parents concern about recession and inflation
  - They watched President Nixon's impeachment hearings and subsequent resignation
  - Generation X grew up during a very cautious era in history (AARP, 2009, p. 12)

Gen X cont'd

- As children they were the first "latch key" kids

- They tended to mature early

- They learned to adapt to situations and to figure things out on their own

- These experiences honed their ability to learn on the fly (Gillburg, 2007)

Millennial Generation

- This cohort was born between 1981-1999

  - This is the most diverse generation in history and currently makes up over seventy million people in the United States

  - Many of these children are of mixed racial backgrounds

  - This generation had Baby-Boomer parents who protected and sheltered them

  - They are the 'Baby's on Board' of the early Reagan years, and the 'Have you hugged your child today' six graders of the early Clinton years (Raines, 2002)
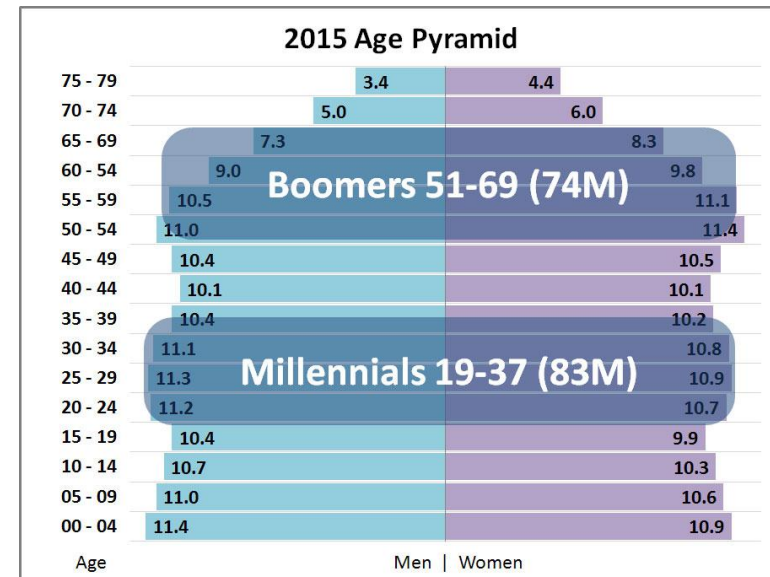
Mill cont'd

- Other names for this cohort are:
  - Generation Y, the Internet Generation, Echo Boomers, Boomets, and Nexteres
  - The name Millennials received the highest vote among its generation because they display many traits that differ from Generation X (AARP, 2007, p. 13)
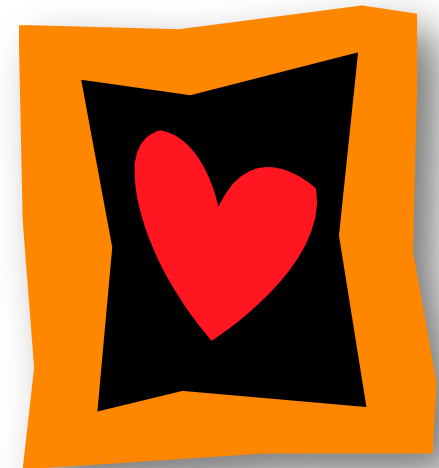
Mill cont'd

- They make up 15% of the current U.S. workforce and are 22 million strong

- "[Millennials] have had access to cell phones, pagers, and personal computers all of their lives." (Arnold & Williams, p. 19, 2008)

- They have never known a time without personal computing options (AARP, 2007, p. 13)

2015 Age Pyramid

Age	Men	Women
75 - 79	3.4	4.4
70 - 74	5.0	6.0
65 - 69	7.3	8.3
60 - 54	9.0	9.8
55 - 59	10.5	11.1
50 - 54	11.0	11.4
45 - 49	10.4	10.5
40 - 44	10.1	10.1
35 - 39	10.4	10.2
30 - 34	11.1	10.8
25 - 29	11.3	10.9
20 - 24	11.2	10.7
15 - 19	10.4	9.9
10 - 14	10.7	10.3
05 - 09	11.0	10.6
00 - 04	11.4	10.9

Boomers 51-69 (74M)

Millennials 19-37 (83M)

Mill cont'd

- Millennials are a product of the self-esteem movement and possess a high level of self-confidence and optimism

- According to Epstein & Howes (2006) "Born to Baby Boomer parents, members of the Millennial Generation have always been told that they are destined for something special"

Mill cont'd

- Millennials received praise and rewards from their parents and authority figures in schools and outside activities throughout their childhood and adolescent years, even when they performed with minimal effort

Mill cont'd

- "Raised under the shadow of Baby Boomer idealism, Millennials have been taught they can make a difference and are therefore entering the workplace with a strong sense of civic investment and social responsibility and expect the same of the organizations they work for" (Gillburg, 2007)

Mill cont'd

- Millennials are the busiest generation in history
- They consider themselves multi-taskers even when multi-tasking has been proven psychologically impossible and maintain a structured life
- From early childhood, structure was maintained by parents who micromanaged their hectic schedules, which involved many extracurricular activities
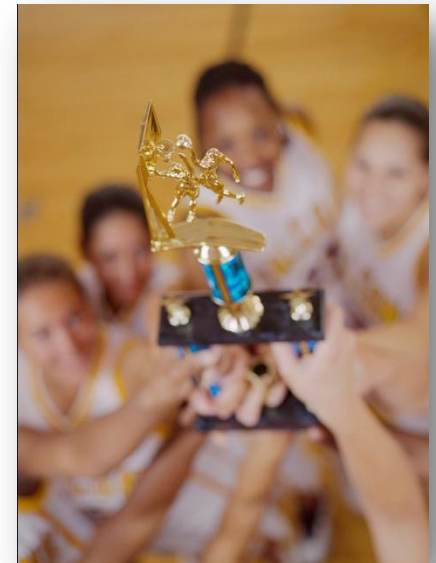
Mill cont'd

- The Millennial generation views their parents as role models; therefore, parents will continue to have a great impact in their lives throughout adulthood (Gillburg, 2007).

Mill cont'd

- The values Millennials typically exhibit are that they are eager to learn, enjoy questioning, are confident, and have very high self-esteem

- They are collaborators and prefer to work on teams because they have functioned in group settings throughout their youth in school and extracurricular activities (Arnold & Williams, 2008)

Mill cont'd

- In addition, they exhibit socially conscience behavior due to the fact that many of them were required to volunteer for service learning in order to graduate from high school and college (AARP, 2007, p. 13).

Mill cont'd

- Millennials resist the confines of a rigid job description
- They want to have the freedom to build parallel careers (Arnold & Williams, 2008)

Mill cont'd

- A parallel career can be defined as:
  - An employment option
  - Taken while a person is engaged fulltime
  - With the hope of growing into something that allows the person to later become self employed or independent

Stritch **Urban Fellows Day**

MONDAY, NOVEMBER 2, 2009
12:00PM - 1:00PM
BLUE ROOM

Making a Difference in the City!

We are inviting you to hear some *Urban Fellows* share about their projects and organizations they are working with.

Participants are: Sean Wagner, Ahong Xiong, Brittany Brown, Skyla Rice and Gloria Kautzer

Come and hear their stories as they make a difference in the city.

Sponsored by
The Center for Calling and Engagement

CARDINAL STRITCH
UNIVERSITY

Motivating Each Generation

- ## WW II Generation

  - Acknowledge their *individual experience* and *expertise*

  - Provide them with opportunities to *mentor* younger employees

  - Tie the job they perform to the overall performance of the organization, and do this all using one-on-one communication (Arnold & Williams, 2008, p. 19)

Motivating cont'd

- In addition, this generation works best with supervision that is:
  - Directive and identifies a clear mission
  - Takes a logical step-by-step approach to problems
  - Sets long-term goals
  - Is fair and consistent
  - Sticks to a clear and concise job description and is respectful
- They tend to work best under managers who connect what they are doing with the overall goals of the company (AARP, 2007, p. 14).

Motivating cont'd

- As a manager, be sure not to:
  - Overload members of the World War II generation with technology
  - Come off as too touchy-feely
  - Be indecisive
  - Use profanity and slang, or be disorganized
- These qualities will not motivate this elder generation (AARP, 2007, p. 14).

Motivating cont'd

- **Baby Boomer Generation**
  - Work has tended to define them as human beings
  - Motivation is built around:
    - Treating them as **equals** and take interest in them as a **person**
    - Boomers want to feel they are making a difference, so it is important to **be specific** on how they are affecting the goals and progress of the company

Motivating cont'd

- Increasingly this generation is dealing with issues related to parental aging and the need to still raise their own college age children

- They are caught in the middle

Recognizing that these employees may need to adjust their schedule to accommodate their unique care needs will go a long way in the mind of a Boomer.

Motivating cont'd

- ## Generation X

  - Note: Many current corporate motivational incentives are developed by baby boomers for baby boomers

    - Boomers do not look across their own generation to see what may motivate the next generation coming into leadership (Gillburg, 2007)

  - X'ers tend to dislike corporate politics and bureaucracy

Motivating cont'd

- They are uninspired by rationales that keep the company in existence (Nagle, 1999)

- In addition, X'ers do not like to be pigeon-holed into a ridged and structured culture

- Furthermore, they do not want to be confronted with putting work before their family life (Fisher, 2006)

Motivating cont'd

- Generation X is adaptable, techno-literate, independent, creative, and willing to buck the system (AARP, 2007, p. 16)

- Managers need to present challenging work to Generation X employees

- This generation takes responsibility with intense vigor

Motivating cont'd

- They like to learn new things and apply that knowledge to make a difference
- Because X'ers have developed shorter attention spans (think gaming, multi-tasking) than baby boomers
- They like to be able to get into a project, finish it and get onto the next one
- They also don't like to spend a lot of time talking about the issue and having needless meetings to decide what to do (Nagle, 1999)
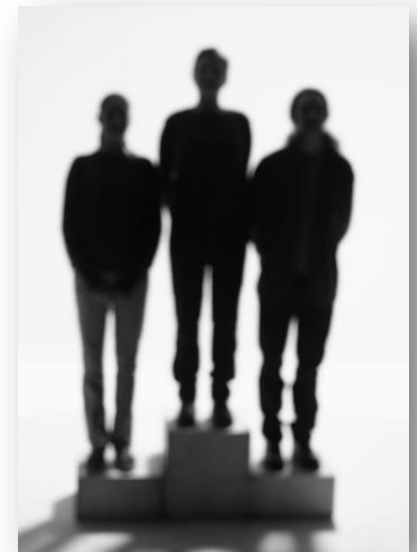
Motivating cont'd

- Generation X likes the freedom to manage their time and work

- They do not want their boss micromanaging them
  - The practice they received as latchkey kids serves them well in this capacity
  - They are able to get their jobs done with little or no supervision (Nagle, 1999)

- They also appreciate a flexible work schedule that allows them the freedom the balance their own life situations as long as the job gets done (AARP, 2007, p. 16)

Motivating cont'd

- Feedback and recognition are important factors to X'ers
  - It does not need to be in the form of a big promotion or public display
  - Simply, one-on-one time with their boss can make them feel satisfied and cared about
- Developing a relationship with the boss is an important part of their work motivation (Nagle, 1999)

Motivating cont'd

- X'ers work best for a manager that is informal, flexible, results-oriented, and genuine

- This generation wants to be given the opportunity to develop specialized skills through training, certifications, and professional growth opportunities

Motivating cont'd

- They evaluate their workplace by the level of intellectual and professional support they get from it

- Remember, they tend to only stay at a job for relatively short periods of time (2-5 years)

- They will also appreciate time off from work as a reward for a job well done (AARP, 2007, p. 16)
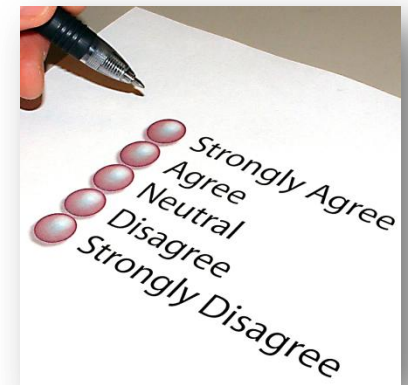
Motivating cont'd

- ## Millennial Generation

  - Expect structure and supervision in the workplace

  - These characteristics differ from Generation X, who tend to display an independent and hands off attitude

  - They respect authority figures because they received constant praise and rewards throughout their childhood

Motivation cont'd

- They expect management to provide the same nurturing, protection, advice, and approval as their parents have (AARP, 2007, p. 17)

- Millennials feel comfortable working in an environment that displays clear policies and frequent performance evaluations

- Research has shown that 360 feedback evaluations will be effective as this generation is eager to offer their opinions and suggestions (Gillburg, 2007)

Motivation cont'd

- Many Millennials are high achievers and highly educated

  - According to Howe & Strauss "the 90's became the decade of getting back to the basics, teaching values, setting standards, and holding schools and students accountable" (2000, p. 147)

  - Millennials believe that they have received a good education and are overly qualified for entry-level positions

Motivation cont'd

- They tend to have little patience in regards to the traditional need to climb the corporate ladder

- As high achievers, Millennials are looking for career development, growth, and advancement in a short time period

  - Management must understand that this generation values education and needs continued on-the-job learning opportunities

  - Projects should be assigned that will offer challenging and educational opportunities (AARP, 2007, p. 17)

Motivation cont'd

- Supporting technology is important in retaining Millennials in the workplace

- "While many Generation X'ers remember with envy the first rich college kids with computers, Millennials played with them as toys" (Hentz-Crawford, 2007)

- Technology has empowered the Millennial generation to view the world as 'one click away'

Motivation cont'd

- According to Shepard, "This generation assumes that technology is just there, it's a given" (2004)

- Technology dominates every aspect of the Millennial generation's life from I-pods, the internet, cell phones, instant messaging, digital cameras, and video games

- Organizations must support the need to provide various means of technology in order to recruit and retain Millennial employees (Shepard, 2004)

Motivation cont'd

- Millennials value flexibility and work/personal life balance
  - Unlike the Baby-Boomer Generation (but similar to the X'ers), this generation dislikes working long hours
  - According to Spiro, "In most cases, it's not the corner office or a large paycheck that drives Generation Y [Millennials]…
  - Rather, the opportunity to work for a company that fosters strong workplace relationships and inspires a sense of balance and/or purpose."
- Time is an important currency; therefore, organizations must offer flexible work schedules, telecommuting options, and personal time off to care for children (Spiro, 2006)

Motivation cont'd

- Project teams and diversity are important in promoting job growth
- Millennials are the most diverse (think mixed race parents and self defined labeling of race) generation and accept different backgrounds and beliefs

Motivation cont'd

- "For many Millennials diversity is a given, women have always been equal and multilingualism is a norm" (Hentz-Crawford, 2007)

- Millennials are accustomed to working in teams rather than being individualists

- Organizations that value diversity and offer a team approach will have a better chance in recruiting and retaining Millennials (AARP, 2007, p. 17)

Similarities

- Employees of all generations view work as extension of themselves:

  - They seek personal fulfillment and satisfaction from their job

  - And they want compensation that is fair to what is given in the current marketplace (AARP, 2007, p. 27)

Similarities cont'd

- The highest indicator (among all generations) of job satisfaction is feeling valued for the work they perform

  - The workplace culture cultivated by the organization and its managers directly relates to the overall job satisfactions felt by all employees (AARP, 2007, p. 28)

  - A majority (over 70 percent) of employees prefer a work environment where they feel supported, recognized and appreciated (AARP, 2007, p. 28)

Similarities cont'd

- Career development is a high priority among all generations

  - About three-fourths of all employees rate career development highly

  - Only half of them feel their current employer does a good job of supporting this interest (AARP, 2007, p. 28)

Similarities cont'd

- Offering a flexible work schedule to accommodate individuals goes a long way with employees in each generation

- Seven out of 10 workers would like to set their own work hours, as long as the work that needs to get done is done at the highest quality and on time (AARP, 2007, p. 28)

Learning Characteristics

Generation:	Learning Characteristics:	Generation:	Learning Characteristics:
Millennials	Have always experienced digital media and internet access	**Generation X**	Self-directed learners; work on teams
	Use mobile devices to access and process information		Not tech savvy; need to develop skills
	Prefer to work in groups and teams		Can manage delayed gratification
	"Always on"; connectivity blurs work time and learning time		Want clear information with practical value
	Want real work environments similar to the work setting		Use fun and humor; games and activities are appropriate
	Active learners, seek innovation	**Baby Boomers**	Accustomed to being dependent on educator
	Multi-taskers		Want to be in charge of own learning
	Want to construct information on their own; are independent		Want a caring environment
	Enjoy being mentored by older generations		Respond to positive feedback; want to do well
	Technology is expected		Connect learning to mission; want to be connected

References

AARP. (2007). Leading a multigenerational workforce. In S.A. Murphy (Ed.), PhD (pp. 1-33). Washington DC: Clair Raines Associates.

Arnold, K., & Williams, K. (2008). Playbook: dealing with generational crosstalk. Parks & Recreation, 18-19.

Billings, D., & Kowalski, K. (2004). Teaching learners from varied generations. The Journal of Continuing Education in Nursing, 104-105.

Epstein, M., & Howes, P. (2008). The millennial generation: recruiting, retaining, and managing. Today's CPA. Retrieved March 10, 2008, from http://www.emory.edu/business/reading/milliennial

Fisher, A. (2006). What do gen xers want? Money.cnn. Retrieved March 3, 2008, from http://money.cnn.com/2006/01/17/news/companies/bestcosgenx/

References cont'd

Fogg, P. (2009). When generations collide. *The Chronicle of Higher Education*, 25-30.

Gillburg, D. (2007). Bringing out the best in generation Y. *CIO.com*. Retrieved March 10, 2008, from http://www.cio.com.au/index

Hentz-Crawford, M. (2007). Managing millennials. *NEHRA - The Voice of HR*. Retrieved March 10, 2008, from http://www.boston.com/jobs/nehra

Howe, N., & Strauss, W. (2000). Millennials rising, the next generation.

Moseley, J., & Dessinger, J. (2008). Older worker-learners (OWLS) are here…and they are here to stay. *Performance Improvement*, 47(10), 5-8.

References cont'd

Nagle, T. (1999). Coaching generation x. Retrieved March 3, 2008, from http://www.coachingandmentoring.com/Articles/x's.html

Ryba, K.R. (2009). *Teaching strategies for multiple generations in the college classroom.* Unpublished capstone research product. Milwaukee, WI: Cardinal Stritch University, College of Business.

Rickes, P. (2009). Make way for millennials! How today's students are shaping higher education space. *Society for College and University Planning (SPUP).*

Shepard, S. (2004). *Managing the millennials*. Retrieved February 28, 2008, from http://www.shepardcom.com/managing-millennial-wp.pdf

Spiro, C. (2006). Generation y in the workplace. *Defense AT&L*. Retrieved March 10, 2008, from http://www.dau.mil/pubs