



“Understanding Generational Differences in Education”

Workshop for WSU Faculty and Staff

Tuesday, August 22, 1-3:00 p.m.
Gildemeister 156

Led by Barb Larsen,
Associate Director of Career Services,
Adjunct Faculty in Business Education

The Four Generations—Which one are YOU?

- Traditionalist
- Baby Boomer
- Generation X
- Generation Y or Millennial (college students)

You'll learn:

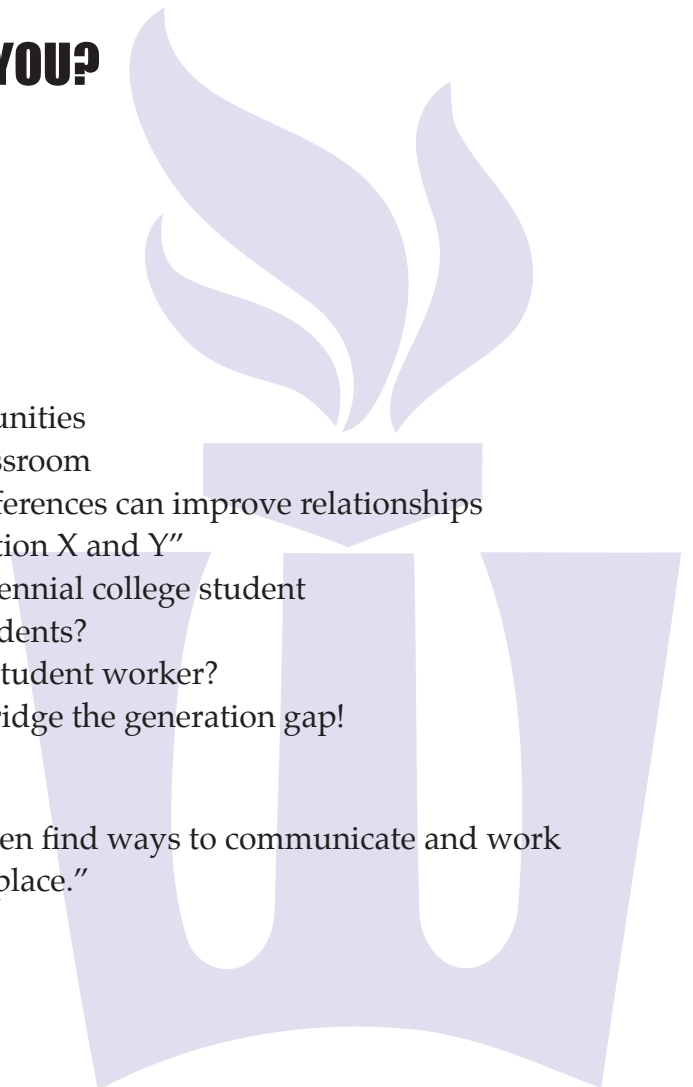
- What are the differences between generations?
- How to turn generational differences into opportunities
- Why trouble spots arise in the workplace and classroom
- How your role in understanding generational differences can improve relationships
- Understanding our “newest” members— “Generation X and Y”
- Recruiting, retaining, and understanding the Millennial college student
- How do I relate and communicate better with students?
- How do I effectively supervise the Generation Y student worker?
- Best of all, you'll be able to teach others how to bridge the generation gap!

Program Goals:

“Learn, recognize, and understand the differences, then find ways to communicate and work together in an effort to have a more productive workplace.”

RSVP:

Call 5430 or email career@winona.edu



Research Highlights

Here's just a sample of survey findings from BridgeWorks *Generations Survey**

How the generations are viewed...

- One-third of respondents said they were often offended by someone from another generation at work.
- 24% of Traditionalists, 30% of Baby Boomers, and more than 60% of Xers said their generation is not viewed positively by the other generations.
- When asked which generation they felt most comfortable managing only 14% chose Generation X, and this included the Xers themselves!

Employees are dissatisfied...

- One-third of Gen Xers said that for them to stay another two years in their job either "hell would have to freeze over" or "there would have to be major changes made."
- 43% of Boomers said they lack opportunities to be mentored where they work. And, 30% of Boomers said that not having a mentor contributes to their job dissatisfaction.
- 40% of Traditionalists said their company does a poor job of making them want to stay.

Loyalties are different...

- 40% of Xers said having a mentor directly influenced their decision to stay at their current company.
- When asked who they are most loyal to at work, Xers put co-workers first, their boss or projects second, and the company last.
- Xers' number one reason to stay was "autonomy."
- Boomers' number one reason for staying was "making a difference."
- Traditionalists' number one reason for staying was "loyalty to clients and customers."
- 70% of Traditionalists said that a "lifetime career" with one company was a good goal, while only 35% of Boomers and a mere 17% of Generation Xers agreed.
- The majority of Boomers said it would be easier for them to recite the ingredients in a Big Mac than their company's mission statement!

Feedback is challenging...

- 90% of Xers said they want feedback immediately or within a few days. But...

- Almost 30% of Xers said they receive their phone bill more often than they get relevant feedback!
- 50% of all respondents said they had ever received any training in how to give feedback.

Training is an issue...

- 45% of Boomers and 48% of Traditionalists agreed that "training opportunities play a role in my staying at my company."
- When asked, "Have you ever left a job because of a lack of training opportunities?" only 3% of Traditionalists said "yes" compared to 15% of Boomers and 30% of Xers!

Career paths are important...

- 29% of Traditionalists agreed that a person should build a lifetime career with one company, compared to 14% of Boomers and just 11% of Gen Xers.
- 60% of Traditionalists said they do not have a clearly defined career path where they work.
- When asked what activities convinced them that their company is concerned about their career development, 31% of Traditionalists said "they don't seem to care."
- Yet, when asked what they are likely to do when they formally retire, 73% of Traditionalists said they planned to continue working in some capacity.
- When asked if they would feel comfortable talking with their manager about a different career track within the company," one-third of Traditionalists said "no."

Balance and fairness are issues...

- When asked "Which generation is the best at finding work/life balance?" all three generations picked Gen X.
- Over half of respondents agreed that, "when it comes to compensation and benefits where I work, we have issues about fairness."
- Twice as many Traditionalists felt that employees' needs for balance are not handled with fairness as Boomers or Xers.

** Our 2001 survey involved several hundred respondents from all regions of the country and a variety of ethnic backgrounds. We deliberately include a broad range of industries, including the public, private and nonprofit sectors.*



Winona State University

Student Trends in the New Millennium

THE NEW STUDENT

- ❑ They are a distinctive generation
- ❑ Labeled the Millennials, Internet gens, Generation Y and Baby Boomers II
- ❑ Are described as ambitious, precocious, stressed, indifferent, wayward, technonerd, heterogeneous, politically conservative and sexually active.
- ❑ Students enter college having had greater exposure to and more experimentation to more “adult” activities than any previous generation
- ❑ Students have had extensive and rapid exposure to an enormous and ever-increasing amount of informational activity, which in turn makes them the most informed generation to have lived on the planet.
- ❑ Students are more likely to participate in group activities, have brief intimate encounters and experiment with many living options before settling into an “adult pattern” of living
- ❑ Students of today DID NOT wait to start college in order to experiment with sex, alcohol, drugs, spending money or even different lifestyle options
- ❑ Students are experiencing an increasing amount of stress and anxiety
- ❑ The students of today are on the cutting edge of technological proficiency and in some cases that are beyond their parents, teachers and potential bosses.
- ❑ Students today are finding it necessary to have a part-time job while attending college in order to meet the needs of the expenses of school—this in turn then diminishes their study time

- ❑ Students are ambitious in their career aspirations but they frequently have unrealistic expectations of what it takes to obtain these goals
- ❑ Students do get involved in political and community based services, but do so within a circle of influence that is familiar and connected to their local interests

GENERATION X

- Born Between 1965 and 1980
- Generation Xer's are described as: flexible, adaptive, technoliterate, information savvy, independent, entrepreneurial, self confident and in perfect sync with the new just-in-time workplace
- Depend on themselves for security and success
- Generation X, as employees, are looking for employers that offer:

1.) Flexible schedule	5.) Access to decision-makers
2.) Performance base compensation	6.) Credit for results achieved
3.) Flexible location	7.) A clear area or responsibilities
4.) Marketable skills	8.) A chance for creative expression

GENERATION Y

- ◆ They are the children of Baby Boomers – born between 1981 and 2000
- ◆ Labeled the Millennials, Internet gens, Generation Y and Baby Boomers II
- ◆ Like Generation X, but on fast-forward
- ◆ Like Generation X in that they too are techno-savvy and independent
- ◆ Other characteristics of Generation Yer's
 - 1.) Entrepreneurial
 - 2.) Outside-the-box thinkers who relish responsibility
 - 3.) Demand immediate feedback
 - 4.) Expect a sense of accomplishment hourly
 - 5.) Thrive on challenging work and creative expression
 - 6.) Love freedom and flexibility
 - 7.) Hate micromanagement

- 8.) Are intensely loyal to managers that are “knowledgeable, caring coaches that can mentor them to achieve their goals.”
- ◆ Generation Y, as employees, are looking for employers that offer:
 - 1.) Provide challenging work that matters
 - 2.) Balance clearly delegated assignments with the freedom and flexibility to produce results in their own way
 - 3.) Offer increasing responsibility as a reward for accomplishments
 - 4.) Spend time getting to know staff members and their capabilities
 - 5.) Provide on-going training and learning opportunities
 - 6.) Establish mentoring relationships
 - 7.) Create a comfortable, low stress environment
 - 8.) Allow some flexibility in scheduling
 - 9.) Be personable and joke around with the staff while still getting the job done
 - 10.) Balance roles of “boss” with “team player”
 - 11.) Treat Yer’s as colleagues, not as interns, assistants or teenagers
 - 12.) Be respectful and call fourth respect in return
 - 13.) Consistently provide constructive feedback
 - 14.) Let Yer’s know when they’ve done a good job

INFLUENCING THE MILLENNIAL STUDENT

- ✓ Faculty and staff may need to recognize that these students are in effect already different in their attitudes and behavior as a result of the social and technological revolution
- ✓ This revolution has created the need to reduce the pressure on students to accumulate a personal knowledge base and instead emphasize the development of process tools for informational retrieval
- ✓ Students need to have all the skills to manage their daily life
- ✓ College campuses need to allow for and provide opportunities for students to explore
- ✓ The need to understand, nourish and find ways to influence the peer culture
- ✓ Understand and utilize how students are affected by what they perceive as the “normal” behaviors of their peers in the social environment

- ✓ It is important for all educators, faculty and staff, to recognize how we model what is important and valued as higher learning to students

BUILDING CHARACTER IN COLLEGE

- Students now are increasingly concerned about their own careers and financial security versus the student of years past which showed concern for social and humanitarian issues
- Trends suggest that there is a growing individualism among students of today and there is a declining interest in politics and civic engagement
- All institutions can help these students become well-rounded individuals by providing specific curriculum and cocurricular opportunities for students
- Cocurricular opportunities include:
 - 1.) Volunteer work
 - 2.) Participation in religious activities
 - 3.) Interracial experiences
 - 4.) Leadership education
- Curriculum opportunities include offering such courses as:
 - 1.) Women's studies
 - 2.) Ethnic studies
 - 3.) Interdisciplinary courses
- All these activities are typically present in but do not dominate the culture of most the college campuses.

CAREER STRATEGIES FOR THE UNPREDICTABLE ECONOMY

No one really knows when the economic downturn will last. Downsizing is back on the front pages. Companies are moving quickly out of unstable area into more promising areas, cutting costs and are focussing even more on productivity. In this day and age it is important for those entering the job market to have the following strategies:

- ❖ Be a voracious and strategic learner
- ❖ Become an expert in human relations
- ❖ Add value, no matter where you work or what you do

- ❖ Master the art of customer service
- ❖ Become a great manager—of yourself, your boss and anyone you may supervise
- ❖ Take good care of your mind, body and spirit

DISTANCE LEARNING

- Distance Learning- this popular mode of education frees learning from the constraints of time and space.
- The means by which distance learning is done; ranges from using the U.S. Postal Service to the latest internet technology.
- Many people choose distance learning out of necessity – today’s job market requires some people to travel or work irregular hours and because of possible family commitments and other lifestyle choices, they have not been able to enroll in higher education classes at what we think of as “typical” colleges or universities
- Not the typical 18-22 yr. old students—more the non-traditional students do the distance learning
- Distance learning allows individuals to set their own schedules for educational activity
- Students who use distance learning must be self motivated and self disciplined in order to complete all material by the courses deadline
- One of the biggest problems distant learning students had was actually setting aside the time and not getting behind in their studies
- Distant learning students may have to work harder than students on campus to interact with the instructor and classmates
- For all people seeking post-secondary education via distance learning, the Western Cooperative for Educational Telecommunications offers a free publication, “Distance Education, A Consumer’s Guide: What Distance Learners Need to Know,” at <http://www.viche.edu/telecom/resources/publications>.
- Students should understand technology requirements before enrolling in distance learning courses and receive technical support after beginning their studies
- Financial Aid is difficult to obtain—ask about Federal Aid through the school

Facts about Distance Learning

- 1/3 of all post-secondary schools offer distance learning courses
- Almost 50,000 college level courses were offered for credit via the distance learning program

Source: NACE (National Association of Colleges & Employers)

GAY, LESBIAN, BISEXUAL and TRANSGENDERAL ISSUES

Gay, lesbian, bisexual and transgender students do not always encounter a positive and supportive learning environment. But at Metropolitan State University the GLBT students are experiencing increased inclusion, acceptance, respect and support all because of a volunteer based workshop program simply titled the Ally Program.

Terminology!

- ◇ **Homophobia** is the fear of homosexual persons
- ◇ **Biphobia** is the fear of bisexual persons
- ◇ **Heterosexism** is the preferential treatment of heterosexual persons
- ◇ An **ally** is a person who works toward combating homophobia, biphobia and heterosexism on both a personal and institutional level

About the program!

- ◇ The Ally Program is a two session (four-hour) workshop for anyone in the university community that wishes to become recognized as an ally of gay, lesbian, bisexual and transgenderal students.
- ◇ Program goal is to create a supportive learning environment for GLBT students
- ◇ Target audience was faculty, administration and staff, **it now includes** students, community members and colleagues from other university settings
- ◇ Participants sit side by side and play Queer Jeopardy (a version of the popular game show)
- ◇ Participants role-play advising and teaching scenarios
- ◇ Participants ask questions of the GLBT student and community panels

- ◇ Participants are asked to develop a personal action plan for becoming an ally

Outcome of the Ally Program!

- ◇ Trained over 150 allies through this program
- ◇ With increased visibility and acceptance of the Ally Program they have attracted persons that would have otherwise not attended
- ◇ The program has reinvigorated the GLBT student organization, Lavender Bridge, on the Metropolitan State University campus
- ◇ Have changed faculty members attitudes and behaviors in the classroom that help to create a positive and supportive environment for all students
- ◇ Institutionally speaking, the university created a half-time position for director of GLBT student services.
- ◇ Recently they have added a GLBT alumni group

Faculty Testimonial!

GENERAL STATISTICS:

- ⇒ 5,700 people laid off from Dell Computer Company from February to May 2001
- ⇒ 34.1% of job applicants, in a study, that lacked the essential math and reading skills needed to do the job they applied for
- ⇒ 85% of companies that didn't hire the applicants after learning of their test results

Understanding Generational Differences in Education

Build Relationships Better by
Understanding Generational Diversity



Barb Larsen, Presenter

How Many?

- **Remember where you were when JFK was shot?**
- **Never remember life without computers or push button phones?**
- **Remember growing up watching Sesame Street or Mr. Rogers?**
- **How about Captain Kangaroo?**
- **How many have a Facebook or Blog?**

Four Generation Workforce

- Traditionalists (Veterans, Mature)
- Baby Boomers
- Gen X'ers (Baby Busters)
- Millennial (Generation Y's/Nexters)

Traditionalist's Generation

- Born between 1909-1945(61-97 years old)
- 12% of today's national workforce
- Honor and integrity are critical
- Respect authority
- Thrive on working "harder and faster"
- Dedicated to a job, believe in duty before pleasure
- Like consistency and uniformity
- Have always believed in law and order
- Conservative spending style

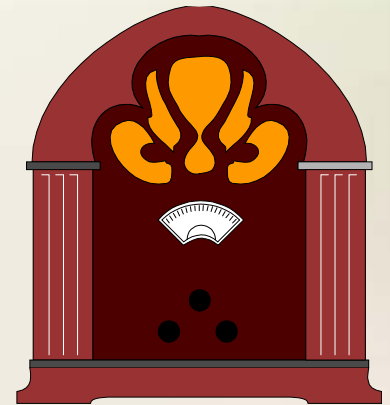
Traditionalist Generation

- Resist change and don't challenge the system



Traditionalist's World

- Great Depression, Pearl Harbor
- World War II, D-Day, Korean War
- Shortages of gasoline, sugar and tires
- Golden Age of Radio
- The Shadow
- Tarzan and the Lone Ranger
- Babe Ruth and Joe DiMaggio
- Reward: the satisfaction of a job well done



Who's Turning 60 This Year?

- **7,918 people turning 60 each day**
- **That's 330 per hour!**
- **Who are they?**
 - **George W. Bush**
 - **Bill Clinton**
 - **Cher**
 - **Donald Trump**
 - **Dolly Parton**
 - **Sylvester Stalone**

Baby Boomer Generation

- Born between 1946-1964 (42-60 years old)
- Every 10 seconds a Boomer is turning 50!
- 48% of today's national workforce (78.2 million)
- Educated, independent, optimistic, minimal tolerance for authority and power
- Low level of organizational allegiance, commitment and job satisfaction (had to fight for jobs)
- Thrive on "self-help," eternal youth, conveniences and personal gratifications
- In school and at home, learned about "teamwork" (many grew up in big families)
- Rewards: money, title, recognition

Baby Boomer Generation

- Demands work that is both challenging and personally satisfying—“live to work”



Baby Boomer's World

- Vietnam, Cuban Missile Crisis, Kent State
- Assassination of Martin Luther King, John and Robert Kennedy
- Neil Armstrong walks on the moon
- Woodstock—rock and roll music
- Captain Kangaroo, Ed Sullivan, Mod Squad
- Tie Dye shirts, Bell Bottom pants
- Flowers and peace sign
- Hula hoops, Slinkies, Muscle cars
- Greatest invention???



What is Their Personality?

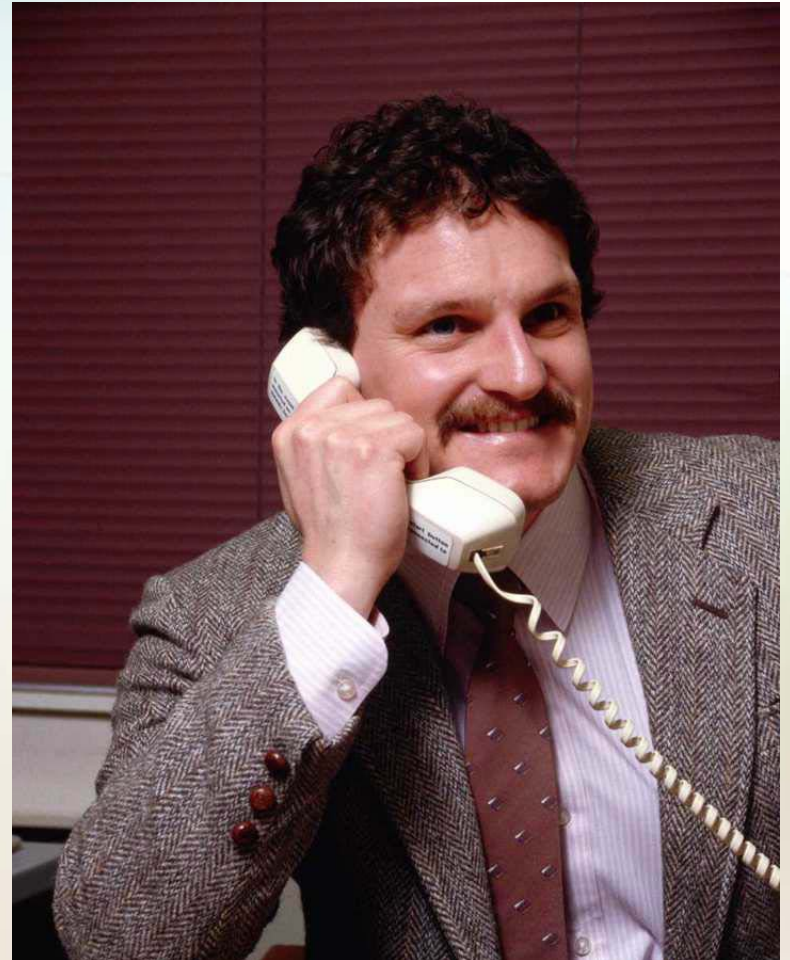
- **Willing to go the extra mile**
- **Optimistic**
- **Positive**
- **Love/hate relationship with authority**
- **Idealistic**
- **Want to have it all**
- **Driven - expect same of others**

Generation X'ers

- Born between 1965-1980 (26-41 years old)
- 6% of today's national workforce (27 million)
- Less loyal or committed to organizations, highly "techno literate," independent, self-absorbed, attention seeking, more diverse in terms of race—"work to live"
- Skeptics; critical of everything
- Adaptive

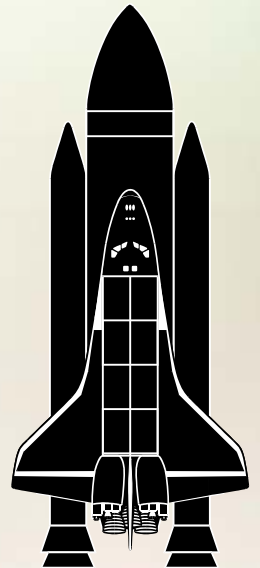
Generation X

- Thrive on creative and competitive environments, embrace radical change, willing to take high risks for high rewards



Gen X'ers World

- Watergate, Three Mile Island meltdown
- Space Shuttle Challenger explodes
- Massive corporate layoffs
- Dual career parents, "latch key kids"
- 40% lived through a divorce
- Sesame Street, Brady Bunch, MTV
- Microwaves, platform shoes, Izod shirts
- Rewards: freedom is the ultimate reward



Generation X Personality

- **Fiercely independent**
- **Results oriented**
- **Skeptical**
- **Work/life balance**
- **Self- reliant**
- **Pragmatic**

Millennial Generation

- Born between 1981-2000 (6-25 years old)
- 3 times larger than Gen X
- 80 million entering adulthood during next decade
- “Ctrl Alt Del” is as basic as “ABC”
- The “digital” generation
- Earn money for immediate consumption
- Respect after being respected
- Question everything (why?)

Millennial Generation

- Conditioned to live in the moment
- Question why



Millennial's World

- Terrorism, Desert Storm, Trade Center and Oklahoma City Bombing, O.J. Simpson Trial, Columbine, Clinton's impeachment proceedings, Y2K crisis, Sept. 11, War on Iraq
- Technology: cell phones, pagers, Windows, Internet
- 1 in 4 grow up in a single-parent home
- Bill Gates, Michael Jordan, Jerry Springer
- Barney, Beanie Babies, Ninja Turtles
- There has always been a screening test for AIDS
- Bert and Ernie are old enough to be their parents
- Always have had a PIN number
- They have never seen a First Lady in a fur coat
- 3 in 4 have working mothers—dual income homes
- Rewards: work that has meaning for me



Millennial Personality

- **Idealistic**
- **Confident**
- **Collective**
- **Socially minded and active**
- **Achievement oriented**
- **Structured**

Millennials are Anxious.....

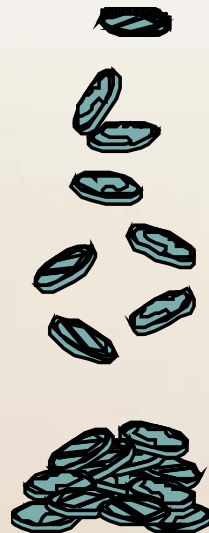
- **They felt they had to grow up a lot faster**
- **They became pessimistic about the direction of the country (62% felt country headed in wrong direction)**
- **They were dissatisfied with American leadership**
- **They were at odds with their own beliefs and values (struggling with spirituality)**

Millennials are Eager.....

- They showed enthusiasm for friends and family
- They were ambitious about a career that help others
- They viewed themselves as reliable
- They embraced the advantages of the Millennium Generation (*computer-based technologies like Internet No. 1 advantage*)

Values of Millennium and Generation X

- Earned respect and acknowledgement
- Good pay
- Interesting work
- A sense that their job is important
- Self-development and improvement opportunities
- Large amounts of freedom and flexibility



Exercise: Exploring the Generations

- Which generation are you a part of (Traditionalist, Baby Boomer, Generation X, or Millennial)?
- Which generation is most dominant in your department? Constituency group? WSU?
- How does this create problems or opportunities?
- List them on flip chart paper

Exercise: Group by Similar Generations

- What might be some ways to bring the generations together at WSU? (Solutions)
- Do you ever experience gaps with your own generation?
- What do you most wish the other generations could appreciate about your generation?

Millennials Ambitious About Careers

- **Desire work that allows them to impact the world surrounding them; requires creativity**
- **$\frac{3}{4}$ say how they spend their time is more important than \$\$ they make**
- **About $\frac{1}{2}$ want to own their own business someday**
- **Less important is working for a large or global corporation and having high-pressure work environment**

Recruiting Millennials

- **Have a dynamic website**
- **Offer and promote community involvement**
- **Provide a flexible work environment**
- **Support a work/life balance**



Solutions

- “One Size Fits All” replaced with new policies
- Recruiting/retention will continue to be major issues
- Life/work programs will be in demand
- Managers need to be skilled in communicating all generations
- Learning opportunities and career development will be in great demand
- Team oriented endeavors need to include all generations

And the website.....

- **Does it talk about innovation, not just tradition?**
- **Does it talk about careers in general, as a way of letting younger prospective employees consider you?**
- **Does it show images of more than one generation?**
- **What is it like to work there? Career paths, education, rewards, balance?**
- **Can applicants apply online or get more information via the Web?**

Messages that Motivate

- Traditionalists
 - “Your experience is respected here.”
 - Use the personal touch (handwritten notes, plaques).
- Baby Boomers
 - Give lots of recognition.
 - Reward their work ethic and long hours.
- Gen X'ers
 - “Do it your way.” (give them lots of projects and tasks, allowing them to prioritize in their own way)
 - “We’ve got the newest hardware and software.” (offer leading edge technology)
- Nexters
 - “You and your coworkers can help turn this company around.”
 - Grow your training department. Nexters want to continue their education and develop their work skills.

Four Steps to Embrace Four Generations

- Move away from managing
- Move toward openness and sharing more information
- Maximize everyone's access to information and technology
- Invest in programs that encourage teamwork, flexibility, and fun!

Recognize Leadership Differences Between Younger and Mature Leaders

- Decision making
- Loyalty
- Change
- Approach



Working Together



Summary

The ability to understand, learn and effectively leverage multigenerational diversity will be necessary for organizations to build and maintain high performance systems.

It also helps “build trust.”



Understanding Generational Differences

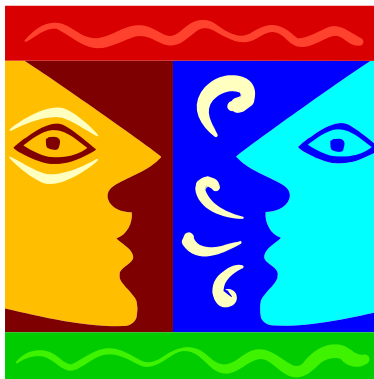
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Participant Workbook

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- Demands work that is both challenging and personally satisfying—"live to work"
- Low level of organizational allegiance, commitment and job satisfaction

- Thrive on “self-help,” eternal youth, conveniences and personal gratifications
- In school and at home, learned about “teamwork” (many grew up in big families)
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Baby Boomer’s World

- Vietnam, Cuban Missile Crisis, Kent State
- Assassination of Martin Luther King, John and Robert Kennedy
- Neil Armstrong walks on the moon
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- Thrive on creative and competitive environments, embrace radical change, willing to take high risks for high rewards
- Skeptics; critical of everything
- Adaptive

Gen X’ers World

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- Terrorism, Desert Storm, Trade Center and Oklahoma City Bombing, O.J. Simpson Trial, Columbine, Clinton's impeachment proceedings, Y2 crisis, Sept. 11, War on Iraq
- Technology: cell phones, pagers, Windows, Internet
- 1 in 4 grow up in a single-parent home
- Bill Gates, Michael Jordan, Jerry Springer
- Barney, Beanie Babies, Ninja Turtles
- There has always been a screening test for AIDS
- Bert and Ernie are old enough to be their parents
- Always have had a PIN number
- They have never seen a First Lady in a fur coat
- 3 in 4 have working mothers—dual income homes
- Rewards: work that has meaning for me

So, What's Up Today With This New Generation?

- Learn how to create the positive, open learning environment that leads to greater acceptance from younger participants
- Verbiage is important—learn how to communicate effectively with younger participants and challenge them through questions and dialogue
- Learn how to engage younger participants, develop their focus, and increase their retention

Values of Millennium & Generation X

- Earned respect and acknowledgement
- Good pay
- Interesting work
- A sense that their job is important
- Self-development and improvement opportunities
- Large amounts of freedom and flexibility

EXERCISE (random groups):

1. Which generation are you a part of (Traditionalist, Baby Boomer, Generation X, or Millennial)?

2. Which generation is most dominant in your workplace or university?

3. Where is your organization the most generationally unbalanced?

NOW, GET TOGETHER WITH MEMBERS OF YOUR OWN GENERATION

1. What might be some ways to bring the generations together at work?
2. Do you ever experience gaps with your own generation?
3. What do you most wish the other generations could appreciate about your generation?
4. Which generation do you admire, and why?

LEADERSHIP DIFFERENCES

Younger Leaders (25-35)

- Demand more input to decisions
- Challenge mandates that didn't have their input
- Looking for their leaders to act on their principles
- See corporate loyalty as short term/transactional
-

Reasons for Behavior Differences

Younger Leaders

- Socialized with messages of individual over group achievement and questioning authority
- Raised during a time of greater and accelerating change
- Corporate message “there is a place for you as long as you produce” emphasizing innovative approaches to production

Older Leaders (45-55)

- Rigid, less likely to retool and be willing to learn new ways of working
- Prone to resist change and innovation
- Years of experience and “trial by fire” helped to develop maturity, wisdom, and “corporate memory”

Reasons for Behavior Differences

Older Leaders

- Calm, confident, considerate approach to problems
- Imbedded in the traditions of the organization
- Corporate message “the company will take care of you if you take care of the company”
- Effectively develop others to assume leadership through role modeling, coaching and mentoring relationships

Reason for Effectiveness Differences

- *Younger leaders*
 - Achieved the level of division head or VP are likely seen as up and coming stars
 - Display dynamic and charismatic behaviors of excitement, persuasiveness, and innovation that raise their visibility to others
- *Older leaders*
 - Climbed the ladder over a long period with no advancement for some time

Implications

- Organizations need *change agents* and individuals who can help to *maintain the organization's past learnings*
- Organizations need *high achieving individuals who will drive production* and who will *develop their talent pools through a process of mentoring*
- During times of crisis, both innovative risk taking and a calm approach that values past wisdom is needed

Solutions

- “One Size Fits All” replaced with new policies
- Recruiting/retention will continue to be major issues
- Life/work programs will be in demand
- Managers need to be skilled in communicating with and leading different generations
- Learning opportunities and career development will be in great demand
- Team oriented endeavors need to include both young and older leaders

Overall Solutions

- Create an understanding of the strengths and weaknesses of each group
- Value and balance both approaches
 - *Too much excitement and innovation can turn to chaos*
 - *Too much conservatism can turn to “same old same old”*

Messages that Motivate:

Traditionalists

- “Your experience is respected here.”
- “It’s valuable to the rest of us to hear what has—and hasn’t worked in the past.”
- “Your perseverance is valued and will be rewarded.”
- Use the personal touch (handwritten notes, plaques)

Baby Boomers

- Try the personal approach (“I really need you to do this for me.”)
- Give lots of public recognition
- Give them a chance to prove themselves and their worth.
- Give them perks—company car, expense account, etc.
- Assist them in gaining name recognition throughout your organization
- Get consensus
- Reward their work ethic and long hours

Gen Xers

- “Do it your way.” (give them lots of projects and tasks, allowing them to prioritize in their own way)
- “We’ve got the newest hardware and software.” (offer leading edge technology)
- “There aren’t a lot of rules here.”
- “We’re not very corporate.”
- Need constructive feedback to become more effective

Nexters

- “You’ll be working with other bright, creative people.”
- “You and your coworkers can help turn this company around.”
- “You can be a hero here.”
- Grow your training department. Nexters want to continue their education and develop their work skills.
- Establish mentor programs.

4 Steps to Embrace 4 Generations

1. Move away from managing and measuring based on time alone.
2. Move toward openness and transparency, including sharing more information about the business/organization.
3. Upgrade your infrastructure to maximize everyone's access to information and technology.
4. Invest in programs that encourage teamwork, flexibility, and fun!



SUMMARY

The ability to understand, learn and effectively leverage multigenerational diversity will be necessary for organizations to build and maintain high performance systems.

It also helps “build trust.”



Generational Diff. Workshops

Date	Time	Location	Audience	Number Attended
8/22/2006	1:00pm	Gildemeister 156	Faculty and staff	15
8/22/2006	11:15am	Pasteur 337	New WSU Faculty	30
9/6/2006	11:00am	Stark 108	Nursing Students	50
10/18/2006	1:00pm	Stark 138	Nursing, Undeclared, and Math Students	33
10/31/2006	10:30am	Kryzsko, Dining B	Staff	1
11/2/2006	9:00am	Rochester	Staff members	15
11/7/2006	5:00pm	Somsen 321	HR, Bus. Ed., & Bus students	21
1/31/2007	11:00am	Stark 108	Nursing students	50
2/1/2007	10:00am	Rochester	Nursing students	51
9 workshops total			Total attendees	266

Understanding Generational Differences
Evaluation Comments

Student Comments

- ❖ More interesting than I thought!
- ❖ Very interesting, very helpful and informative. I will be able to use the information learned into my future career.
- ❖ This is an issue I never really thought about before; it was good to be brought to my attention.
- ❖ I think you did well, and had a lot of good examples; this will definitely help me out in the future.
- ❖ Very interesting presentation.
- ❖ Very informative, kept interest because it pertained to me.
- ❖ This was great. Very thorough and useful for me to take back to my workplace.
- ❖ Really gained an insight into other people's ways of living and work. Helpful as I graduate in December.
- ❖ This was very interesting and useful.
- ❖ Very well presented.
- ❖ The video was very professional, and well done. Good activities.
- ❖ I felt it was slightly undermining and stereotypical.

Understanding Generational Differences Evaluation comments

Nursing students' comments

- ❖ You did a great job! It was very informative, I learned a lot!
- ❖ I found this information very interesting and useful for my nursing future, good presentation!
- ❖ Discussion was great; the activities were not very fun.
- ❖ Thank you for spending your time with us, this was very beneficial.
- ❖ I was very engaged by this presentation, I didn't get bored once, the movement and group interaction really kept it interesting and made me want to learn and listen to content.
- ❖ Great topic!
- ❖ Thank you! It was greatly appreciated and well presented.
- ❖ This was an amazing insight!
- ❖ I really thought this was interesting, Thank you!
- ❖ I really enjoyed this presentation!
- ❖ Good information and way of presenting it.
- ❖ Great job! Very informative.
- ❖ Got the gears going on this topic, Thanks!
- ❖ Very interesting presentation.
- ❖ Great job!
- ❖ Barb was very enthusiastic.
- ❖ Nice job!
- ❖ Great!!
- ❖ Thank you!
- ❖ Good work.
- ❖ Great presentation!
- ❖ Great speaker, kept everyone involved.

Understanding Generational Differences
Evaluation Comments

Supervisor Comments

- ❖ Dialogues and exercises very helpful! Fabulous Job!
- ❖ Great. Contact Rochester, via emails to visit classrooms, tell faculty why this is needed.
- ❖ The issue is especially important in the Rochester campus as our students range over all four generations, nice job.
- ❖ Great Dialog and conversation.
- ❖ I'll be in touch to come to one of my classes.
- ❖ Enjoyed it!
- ❖ Thank you so much, I would like to see us continue this discussion.
- ❖ Do it for more people or WSU over and over, this is really important at work in this place and time.
- ❖ Nice Job! Very relevant and timely.
- ❖ Most of presentation seemed geared to employers, it would be helpful to target either faculty/staff to students or faculty/staff to faculty/staff.
- ❖ Great information. Thanks for the packet, nice activities; more time on solutions may be good.
- ❖ Love the participation component.
- ❖ Wonderful!

Understanding Generational Differences Workshop Evaluations

Program Name: Understanding Generational Differences
Program Dates: 9/6/06, 10/18/06, 11/7/06, 1/31/07, 2/01/07
Program Instructors: Barb Larsen

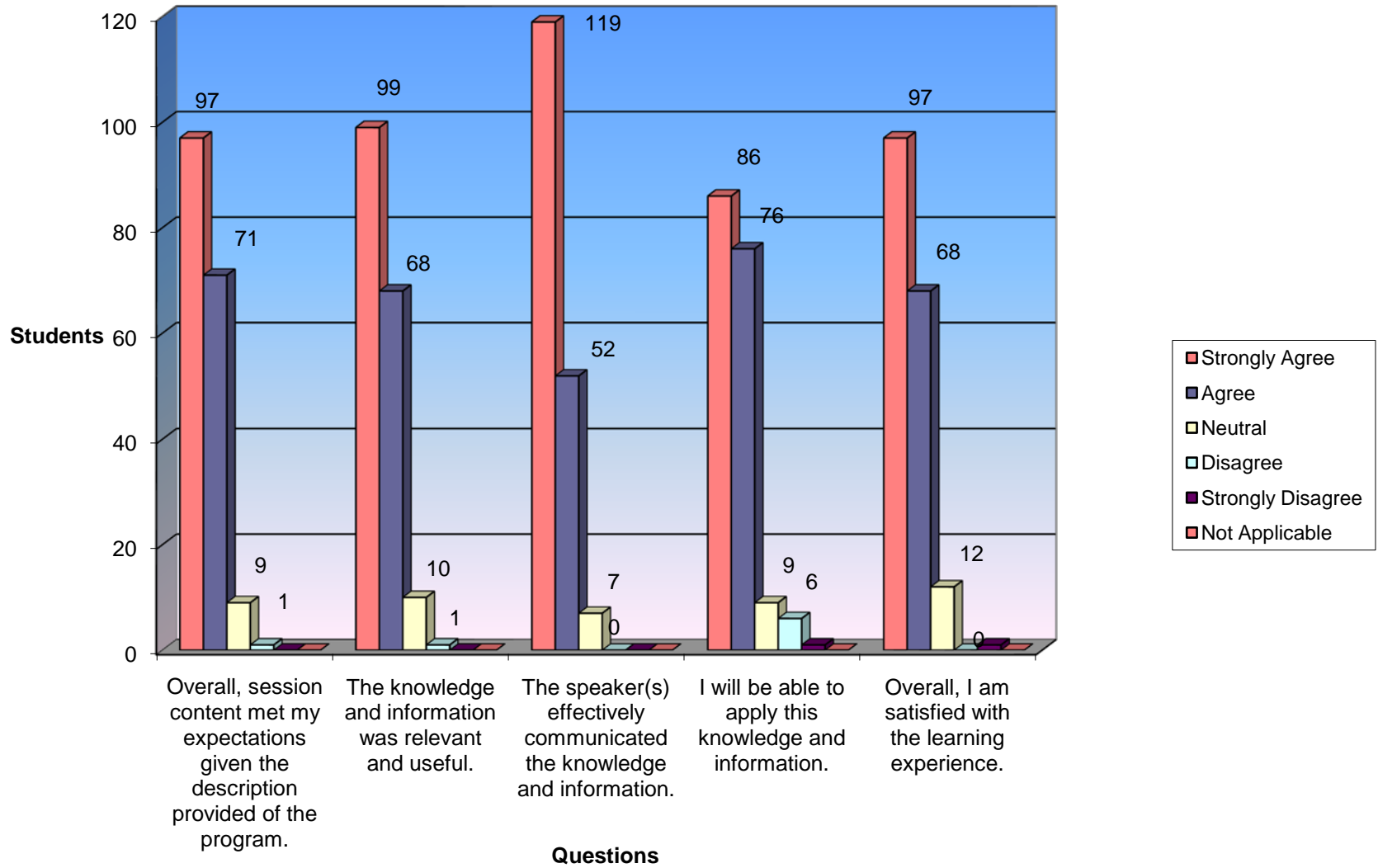
Total Number of Students Surveyed 178

<u>Evaluation Questions</u>	<u>Strongly Agree</u>	<u>Agree</u>	<u>Neutral</u>
Overall, session content met my expectations given the description provided of the program.	97	71	9
The knowledge and information was relevant and useful.	99	68	10
The speaker(s) effectively communicated the knowledge and information.	119	52	7
I will be able to apply this knowledge and information.	86	76	9
Overall, I am satisfied with the learning experience.	97	68	12
Total	498	335	47

(Student Status)

<u>Disagree</u>	<u>Strongly Disagree</u>	<u>Not Applicable</u>
1	0	0
1	0	0
0	0	0
6	1	0
0	1	0
8	2	0

Understanding Generational Differences Workshop Evaluation (Student status)



Understanding Generational Differences Workshop Evaluation

Program Name: Understanding Generational Differences
Program Dates: 8/22/06, 10/31/06, 11/2/06
Program Instructors: Barb Larsen

Total Number of Supervisors Surveyed 24

<u>Evaluation Questions</u>	<u>Strongly Agree</u>	<u>Agree</u>
Overall, session content met my expectations given the description provided of the program.	17	6
The knowledge and information was relevant and useful.	16	8
The speaker(s) effectively communicated the knowledge and information.	19	4
I will be able to apply this knowledge and information.	14	8
Overall, I am satisfied with the learning experience.	17	6
Total	83	32

valuations (Faculty and Staff Status)

<u>Neutral</u>	<u>Disagree</u>	<u>Strongly Disagree</u>	<u>Not Applicable</u>
1	0	0	0
0	0	0	0
1	0	0	0
1	0	0	1
0	0	0	1
3	0	0	2

Understanding Generational Differences Evaluation (Faculty & Staff)

