

**MANAGING AND MOTIVATING THE GENERATIONS:
IMPLICATIONS FOR THE STUDENT AND THE EMPLOYEE**

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This handout is 11 pages long.

Course Description

Understand the motivating factors of various generational cohorts in the classroom and the workplace. Learn what motivates them, how to recruit and retain them; how to motivate and manage a multi-generational work force and student body. This course will also address generational learning styles and how they differ, how to reach and teach in the classroom, clinic and with continuing education.

Objectives

At the completion of this course, the learner will possess the knowledge necessary to:

1. Identify the different generations currently in the work force and the classroom
2. Discuss the factors that influence and motivate students and workers of different generational cohorts
3. Understand the different generations' characteristics and habits
4. Understand how the different generations approach learning and the different ways that the generations prefer to learn
5. Discuss how the appropriate learning environment and effective teaching strategies differ among the generations.

Content

Age Cohorts in the Workplace

- | | | |
|--|----------------|-----------------------|
| • GIs, Veterans: | born 1901-1924 | 79-102 years old |
| • Silents: | born 1925-1942 | 61-78 years old |
| (together these 2 groups will be referred to as "Traditionalists") | | |
| • Baby Boomers: | born 1943-1960 | 43-60 years old |
| • 13ers, Generation X: | born 1961-1981 | 22-42 years old |
| • Millennials, Netsters, Generation Y: | born 1982... | up to 21 years old... |

Beliefs are formed early

The view we hold of the world—the way it is and the way it should be, is formed during the first 10-15 years of age.

What were the first 10-15 years like?

Traditionalists	61 years and older
Boomers	43-60 years old
Generation X	22-42 years old
Millennials	up to 21 years old

Generational Learning Styles: Tips for Teaching Older Adults

- This group is not clueless about technology; the fastest growing group of Internet users are adults over age 55.
- Older adults may need technology training.
- Let your students dictate the pace; don't rush things.
- Be polite, say "please" and "thank you".
- Use proper grammar at all times
- Avoid all off-color language or humor.
- Even if you're using computers for training, provide plenty of opportunity for personal interaction. Older learners like to interact with people, not machines.

Do's and Don'ts

- All printed material should be clear, easy to read, large enough font.
- Provide a summary of topics and goals.
- Be pleasant, personal but not too intimate.
- Don't put them on the spot. Give them time to prepare.
- If you're a 20-something trainer...
- Get coaching from someone older to understand the mindset of this generation.
- Invite someone with a little more gray hair to be a guest presenter in your class, to help with credibility.
- Show respect for age and experience.

When the Learner is a Boomer

- Show them that you care.
- Fairness is important.
- Tell them they are important; they want to be "stars"; they want to shine in your classroom.
- Know their names.

- Give them a chance to talk-they want to show you what they know.
- Dialogue and participation is key.
- Don't be authoritarian; don't boss them around.
- Be nice
- Be democratic
- Treat them as "equals"
- Acknowledge what they know; ask them lots of questions so they can demonstrate what they know
- Treat them as though they're young, even if they aren't
- Avoid "sir" and ma'am", which they may take as an insult
- Respect their experience

Generation X in the Classroom

1. Humor is important
2. Give it to them straight; want information, not hype
3. Talk with them, not at them, develop a dialogue
4. Never confuse having a career with having a life
5. Be visual and dynamic
6. Be on top of your game; know your stuff and demonstrate it clearly
7. Be direct and truthful; they don't want "politically correct"
8. You can't push the image without substance
9. Education should be a way to get ahead
10. Gear info to specific and practical outcomes
11. What you are teaching must have practical value
12. They want information that will get them a better job, promotion, more money or improve their situation in some way
13. Don't pull rank
14. Provide a fun and relaxed place to learn
15. Provide clear statements of what is expected and what they need to do to be successful
16. Coach, don't direct
17. Incorporate state of the art technology and know how to use it!
18. Materials must be visual and dynamic
19. Use headlines, bullets and graphics; they read only when practical & necessary

Understanding the Millennial Generation in the Classroom

- Incorporate teamwork
- Technology is expected
- Expect teachers to know more than they do
- They want more attention from authority figures
- Active and interactive: let them move
- Visually similar to Xers
- Provide multiple focal points
- Provide supervision and structure
- Millennials ARE readers so provide more back up information

Millennials Expect...

- Frequent and instantaneous feedback
- Skills and information that will help make their working lives less stressful and increase their marketability
- Training in people skills
- To make money

Preferred Learning Patterns

Boomers: want to be in charge of their own learning

Generation Xers: prefer to work independently with self-directed projects

Millenials: want interaction with colleagues; want more structure and direction; want to know what is expected up front. "Will it be on the test"?

On-Line Learning Styles

- Prefer independent, self-paced instruction
- Prefer to choose from a menu of online "cyber assignments" based on interest and relevance
- Respond well to collaborative activities ONLY if sufficient structure and guidance are provided
- Driven more by intrinsic motives
- Learners want timely and detailed feedback
- Do better with increased instructor interaction

Key Words

Traditionalists = LOYAL

Baby Boomers = OPTIMISTIC

Generation X = SKEPTICISM

Millenials = REALISTIC

Mapping Career Paths

Different destinations

Different routes

Different speeds

- Traditionalists: "build a legacy"
- Baby Boomers: "build a stellar career"
- Generation X: "build a portable career"
- Millenials: "career as Rubik's cube"

Managing the Generations in the Workforce

Recruitment

Orientation and Training

Feedback

Rewards

Retention

Retirement

Recruitment

Who searches the WEB for jobs?

Traditionalists 30%

Baby Boomers 40%

Generation X 27% daily, 60% regularly

United States Army

Traditionalists: "Uncle Sam Wants You"

Baby Boomers: "Join the People Who've Joined the Army" (1973)

Generation X: "Be All That You Can Be" (1981)

Millenials: "The Power of One" (2001); "She's Not Just My Daughter, She's My Hero"

What do applicants want?

- Traditionalists: want to be a part of the company's future
- Baby Boomers: want to move up within the company (have huge personal and financial responsibilities)
- Generation X: want to know exactly what they'll be doing, are they on the right career path
- Millennials: help them see the future/what role they will play

Issues applicants consider...

Work conditions

Location

Flexible hours

Level of technology

Family-friendly policies

"Give me 3 good reasons why I should join your staff instead of the one down the street."

Orientation

Traditionalists

- Tradition has meaning; give history of company
- Discuss how their role will contribute to the larger picture
- Visuals should show this generation performing important tasks

Baby Boomers

- Explain the company's mission
- Acknowledge their desire to roll up their sleeves and dive in
- Assimilate them ASAP

Generation X

- It can't be boring! Use highly visual presentations
- Need to be convinced from the beginning that they made the right choice
- Talk straight about the negatives
- Have their peers present
- They make their decision whether to stay on long-term within the first six months

Millennials

- Encourage them to look around for what they want to do next within the company
- Use hands-on and rapid-paced orientation with computer-based instruction
- Respects authority but not awed by it
- Sees leadership as a participatory process, will question rules and policies, will ask "why".

Training

Traditionalists: "I learned it the hard way, you can, too"

Baby Boomers: "Teach 'em too much and they'll leave"

Generation X: "The more they learn the more they stay"

Millennials: "Continuous learning is a way of life"

Setting:

Lighting, environment, nutrition, furniture
Design setting for lowest common denominator

Style: more action, less lecture

- *Traditionalists don't like role playing, playing games, looking stupid
- *Boomers don't want to look bad in front of the boss, may give "safe" answer rather than honest one
- *Generation X: Ban the overhead! Use potpourri of exercises, games, interactions and activities
- *Millenials: Make it fun, experiential, allow them to come up with their own solutions

Substance

- *Connect learning goals to career goals
- *Train employees in skills they will need NEXT as well as those they will need now.
- *Life enrichment courses appeal to all generations: stress management, balance of work and family, financial planning, adoption support, heart-healthy living, etc.)

Set ground rules early.
Explain your credentials.
Remember that age can be misleading.

Feedback

<u>Traditionalists:</u>	"No news is good news"
<u>Baby Boomers:</u>	"Feedback once a year, with lots of documentation"
<u>Generation X:</u>	"Sorry to interrupt, but how am I doing?"
<u>Millenials:</u>	"Feedback whenever I want it at the push of a button"

- ❖ Needs to travel up the ladder as well as down
- ❖ Generation Xers can be very blunt
- ❖ Millenials have been asked their opinions their whole lives; may mistake silence for disapproval
- ❖ Both Gen X and Millenials need training in how to give feedback that is polite, respectful, non-threatening and non-confrontational.

Rewards

Traditionalists:	satisfaction of a job well done
Baby Boomers:	money, title, recognition, the corner office
Generation X:	freedom is the ultimate reward
Millenials:	work that has meaning for me

Retention

- ❖ Traditionalists: Job changing carries a stigma
- ❖ Baby Boomers: Job changing puts you behind
- ❖ Generation X: Job changing is necessary
- ❖ Millenials: Job changing is part of my daily routine

What motivates them? What do they want?

Traditionalists (Pre Boomers)

- ❖ Money
- ❖ Public recognition
- ❖ Desire to lead
- ❖ Organizational loyalty
- ❖ Responsibility
- ❖ Accomplishment
- ❖ Control

Baby Boomers

- ❖ More money
- ❖ Public recognition
- ❖ Desire for subordinates
- ❖ Loyalty to self
- ❖ Promotion
- ❖ Peer recognition
- ❖ Control

Generation X

Born 1961-1969

- ❖ Do well by doing good
- ❖ Meeting organizational goals
- ❖ Recognition from boss
- ❖ Bonuses
- ❖ Stock options

Born 1970-1981

- ❖ Time off
- ❖ Meeting own goals
- ❖ Recognition from boss
- ❖ Skills training
- ❖ Stock options
- ❖ Mentoring
- ❖

What does “balance” mean to the generations?

Retirement

Traditionalists

- Well-earned reward after a lifetime of service
- Make up 80% of luxury travel
- 30% are enrolled in school
- Started their families early so will not be supporting a lot of dependents
- 72% plan to continue working in some capacity
- Phased retirement, job-sharing, telecommuting

Baby Boomers

- Refuses to believe it is getting older; mention of retirement offends them
- AARP My Generation
- Intends to/has to work well into retirement years
- Re-tooling, consulting, home-based
- Offer training in how to prepare, both financially and emotionally

Generation X

- Saving money at a younger age and faster pace
- Don't intend to wait until retirement to enjoy themselves
- Greatest gift of all is TIME
- Offer sabbaticals, welcome back employees who left (boomerangers)

Fractured Cross-Generational Communication

Older worker (1935-1960) Vs. Younger worker (1961-1981)

<u>Older</u>	<u>Younger</u>
We're invincible as a team...	I work best alone
Long preambles	Abrupt speech patterns
Care deeply what others think	Care little what others think
Like to process and talk about ideas and issues	"Just tell me what you want done and I'll do it."

Older

Highly value participation and consensus
Want people to WANT to do something, to WANT to be part of a team

Younger

Do not participate, attend meetings or need to hear others' opinions
Want people to get results as quickly and quietly as possible; often astonished by employee feelings or discontent

Older

Large, competitive, crowded
Recognition very important
A win/lose world
"You must get along with people"
"Be nice, well-liked, cooperative"

Younger

Much smaller
Recognition not as important
Parents encouraged individualism
Computer can be more absorbing than playmates

Cross-Generational Membership

- Gen Xers are far less optimistic about their futures.

Solution: establish cross-generational mentoring program, seminars on how to become self-employed, bombard them with information.

- Gen Xers count every dollar and debate every purchase

Solution: Keep cost of meetings low, show them what their money buys, offer extensive info on the web site.

- Xers are not joiners and are extremely protective of their time

Solution: Don't expect them at meetings unless info- and education-heavy; always explain how much time you want from them; try to substitute meetings with communication via the Net.

- Xers tell it like it is

Solution: Get to the point, use question/answer format, always explain "why", use Internet if you want a response (no snail mail, except maybe a postcard), make them think it matters to their career.

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