**The MultiGenerational WorkPlace: the need for Generational Intelligence**

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|  | **Veterans/Traditionalists** **Born Before 1943****Current Age: 73 +** | **Baby Boomers** **1943-1964****Current Age: 52-72** | **Generation X 1965-1980****Current Age: 36-51** | **Millennials****1981-2000****Current Age: 16-35** |
| **Historical events/Advancements that shape them** | \*Great Depression, WWII.\*Vaccines, radio | \*Vietnam War, Moon landing, Civil/Women’s Rights\*Intro of personal computer, TV | \*Fall of Berlin Wall, Gulf War, AIDS\*Internet, MTV, cell phone | \*9/11 Attacks\*Internet: MySpace, Facebook, google |
| **Values, Traits, Characteristics** | Hierarchical, loyal to institutions, motivated by financial rewards and security, practical | Idealistic, optimistic, competitive, striving to achieve, innovators | Self-reliant, may be skeptical, willing to change rules, tribal and community oriented, independent, technology competent | Confident, impatient, hopeful, socially conscious, family centric, Diversity, Social everything, technology savvy, tolerant, I want it now  |
| **Learning Styles** | Traditional, teacher-led, reading, homework. *“Teach Me”* | Traditional, group effort, expert-driven, self-driven. *“Lead me to Information”* | Team-driven, collaborative, peer-to-peer, wisdom of crowds. *“Connect me to people”* | Need context and meaning, make it fun, search and explore, entertain me. What’s next? *“Connect me to everything”* |
| **Workplace Attitude****Workplace behavior challenges** | “Company Loyal”Dedicated, have difficulty with technology; not as responsive to changing work conditions (resistant); may not transfer knowledge, holds onto things emotionally, does not like vulgarityAuthority: respectful of, likes comfort of hierarchy | “Live to Work”No balance, work to live.Rewards: money, title recognition, don’t appreciate feedbackWants personal contact, team player, works efficiently, driven, questions management decisions, expects GenX and Millennials to shake up status quo, does not like political incorrectnessAuthority: have a love/hate relationship, likes consensus | “Work to Live”Wants a life work balance.Rewards: freedom to do it my way, want feedback on performanceVery self-reliant, questions the legitimacy of work practices, butts heads with authority, likes direct, immediate communication, does not like clichés and hypeAuthority: unimpressed, looks for competence  | “Work My Way”Wants a balance of lifestyle and work, with more focus on lifestyleRewards: meaningful work, want feedback immediatelyMultitaskers, ambitious, tenacious, goal oriented, Challenges integrating with staff, not dependent on face-to-face (likes email and voicemail), want freedom and autonomy, tradeoff between speed and accuracy, does not like cynicism, condescensionAuthority: Relaxed and polite, looks to for pulling together, achievement |

**How to lead a multi-generational group? Consider the 4 “A”s**

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| Appreciate | Don’t jump to conclusions, withhold judgment. Know where you are coming from as well (your generational values) |
| Acknowledge | Legitimize and value diverse perspectives |
| Arbitrate | Identify and accept differences, and establish clear and effective group norms for mutual respect |
| Adapt | Be mindful of how you frame and deliver messages so that they are relevant and meaningful to everyone. Seek opportunities to build personal relationships |

**Food for Thought: Generation 2020 (Gen Z) – our students**

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| Historical events/Advancements that shape them | \*Terrorism, economic slide of 2008\*Apps, Social gaming, tablet devices |
| Values, Traits, Characteristics | Optimistic, High expectations, constantly connected, concerned about global issues, conservative with spending, most tech advanced, growing up faster because of exposure on internet, TV, multitasking is the norm, flexible and open to change, loyal to self v. loyal to group although willing to collaborate, ‘live’ online |
| Learning Styles | Need to connect to multiple devices, collaborative face to face or virtual –though prefer to text. Process information at lightening speed and want and need to share information on demand, demands to be engaged, “work to live not live to work” |
| Implications for teachers |  |