

Multi-Generational Summary Matrix

based on an October 7, 2008 professional development workshop at College of the Canyons
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	How many?	By-word	How Characterized	Shaped by	Mindset	Leadership Style
Traditionalists 1925 – 1945	75 million	We	Self-sacrificers	Great Depression World War II	Be tough/ “Suck it up”	Get it done
Baby Boomers 1946 – 1964 currently hold most senior administrative positions	80 million	Us	Change agents/ rebels	Vietnam War Rights movements Protests/riots Sexual revolution	The world is not safe; we will change it	Do what it takes to succeed; compete and stand out
Generation X 1965 - 1980 if employed today, still not enough of them to fill senior administrative positions	46 million	I	Pragmatists	Chernobyl Lockerby AIDS era maturity Crack/gang violence Technology (computers, fax, pagers, Palm Pilots) Information explosion	The family is not safe; I can only depend on myself	Call me if there’s a problem, otherwise... I can’t/won’t save you if you aren’t getting it done
Generation Y 1981 – 2002* traditional college-age students	76 million and still growing*	All	Optimists	Internet Columbine, 9/11 Multi-layered info. Virtual reality “War”-time mentality (lack of personal safety so manage/ assess risks) “Herd” instinct-stable units	I am not safe; we “gotta” stick together	Let’s work together

	Iconic sayings	Conflict Style	Outlook	Perspective	As kids	Preferences
Baby Boomers 1946 - 1964	Make love, not war. Find your bliss.	Go to the source. Tackle/solve problems head on, meddle.	Question authority	Do the right thing and do it now	Were told by their parents they could accomplish anything if they set their minds to it	Work and family
Generation X 1965 - 1980	Show me the money. That's so not worth it.	Anticipate my needs or I'll leave (I may leave anyway).	Not everyone can be "saved"	If you can't give me money, at least leave me alone. I have other priorities. Why bother to argue?	Downsized family, single moms, divorce, both parents worked, latchkey; mom and dad not there for them	Family first (giving their kids what they didn't receive from Boomer parents)
Generation Y 1981 - 2002+ traditional college-age students	Been there, done that. Whatever.	Cooperation - You help me, I'll help you.	Pay it forward	There's safety in numbers	Technical skills developed early; most tech savvy of all generations, but many can't read or write	Friends

	In the workplace	Weekly average hours online	How to win them over	How to Motivate them	How to make them mad	What they need
Baby Boomers 1946 - 1964	Like Sisyphus, never done with work 8 to 5 and more	6.4	Tell them they can make a difference	Give them an important job to do	Not offer to help	To be open to new talent and technology
Generation X 1965 - 1980	Time away from work important; likes flexible work schedule; works hard, wants value for it now, not later; won't be Sisyphus (more than 9 to 5 is torture)	8	Pay attention to them; anticipate their needs; don't tell them they can make a difference (they think that's "bullshit")	Give them short-cuts; don't make rules: ask, "What would keep you?"	Be dishonest, set them up, try to teach them a lesson, violate their expectations (they'll leave)	Encouragement to stick around long enough to equalize any investment (i.e. time, training, teaching, learning, etc.)
Generation Y 1981 – 2002+ traditional college-age students	Wants to work from home; task, not time or competition, is important; wants access to state of the art technology, regular promotions, more vacations and time off	18.5	Get to the bottom line; always be upfront about what it is	Let them be creative	Misjudge them, be inconsistent, dictate to them, imply they don't know how the world works, violate their expectations (they'll leave and take their friends)	Structure, emotional connections, diversity and teamwork, social networking

	Their excuses	What you didn't know about them	Preferred classroom setting	Preferred learning tools	Preferred learning support	Reality
Baby Boomers 1946 - 1964	I'm tired. Tried it, doesn't work, let it go.	Are 50-60% of today's college faculty. (responsive to needs of X and Y or just want to maintain the status quo?)	Sharing but no group projects	handouts, books, videos	F2F (less apt than X or Y to adapt to new methods)	Must prepare X and Y to lead the world, but can't program the coffee pot!
Generation X 1965 - 1980	"Personal reasons"	Viewed as more "balanced" than Boomers because time off work with family is more important.	No sharing or group projects (won't commit to relationships); cohorts okay, but not learning communities; work done independently	digital equipment and tools (though X is not as tech savvy as Y)	no F2F; wants non-intrusive support	Private industry is attempting to accommodate their desired work schedules, but will they stick around?
Generation Y 1981 - 2002+ traditional college-age students	You so don't get it!	Have a high volunteer rate; most accepting of racial and cultural diversity than any previous generation	Relevant to the world, team projects; learning communities; online courses/ access; safe and regulated environment	digital equipment and online tools (blogs, UTubes, games, etc.)	asynchronous; online; being on camera; flexible and changeable methods; study groups	Have tech skills, but 72% lack English writing skills (Source: <i>Are They Ready to Work?</i> 2006)

	Their educational expectations	What they want from instructors
Baby Boomers 1946 - 1964	I may go with the flow, but you will recognize that I am a unique individual.	Recognition; the opportunity to show off. Extra credit. Bending of the rules. Customized instruction. Support and personal attention.
Generation X 1965 - 1980	You will mess with me, and I will be disappointed. Don't offer me your regrets; I don't want them.	No "bullshit"; honesty. Streamlined instruction. Immediacy of application. Lots of information handed over. Leave them alone unless they ask for help. Grade contracts. Let them pick level of group involvement.
Generation Y 1981 – 2002+ traditional college-age students	You will understand my need to be with my friends. (see Beloit College's online <i>Mindset List</i>)	Breakdown of tasks. Clear instructions and ongoing feedback. Compromises. Extra credit to bring grades up. Clear and fair rules. Response to their concerns. Little if any pressure re: grades. Group grades. Balance, help with stress.

Some things to consider:

Dr. Cox-Otto emphasized that each generation exhibits a pattern of common traits/elements, but individual differences do, of course, exist.

In the next ten years, 43% of the teaching workforce is eligible to retire.

Two-year colleges are the microcosm of life; however, colleges must be entrepreneurial to get students to attend and to "stick around" to complete their education.