Crossing the Generational Divide: Ideas from the Next Generation

PRESENTED BY:

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ABOUT US

• Received scholarships to attend the 2012 CUPA-HR Annual Conference in Boston as a “Young Professional”

• Discussed with CUPA-HR representatives about the conference and the HR field from a younger perspective

• Recognized that there was a wealth of knowledge to be gained, but that there was also a generational divide

• Our short years of experience can be counterbalanced by bringing new ideas and the latest new and exciting technology to the HR workforce
Agenda

• About Millennials
• What Millennials Want to Learn
• What Millennials Can Teach
• Cross-generation Collaboration
• Wrap-up & Takeaways
Millennials in the Workplace
Training Video

http://www.youtube.com/watch?v=Sz0o9clVQu8
United States Total Labor Force Participation by Generation, 2010

Source: Catalyst (2012).
Crossing the Generational Divide

• Why is it important?
  – Goal: Effectiveness and Efficiency
  – 80 million millennials → will become a larger share of the workforce

• How do we cross the generational divide?
  – Key: Collaboration
Who Are Millennials?

• AKA Generation Y, Net Geners, Echo Boomers
• No set dates, early 1980s to 2000s
• Shaped by different experiences growing up
  – Digital Natives
  – 9/11, Columbine, Virginia Tech
  – Scheduled, Structured Lives
• Leads to generational differences in work styles, communication, and expectations
What Millennials Want from the Workplace

- Feedback
- Develop skills
- Strong values
- Offers customizable options in benefits/reward package
- Ability to blend work with rest of life
- Clear career path
Skills of a HR Professional

• Has technical-based knowledge
• Adept at multi-tasking
• Ability to navigate organizational politics
• Has a dual focus
• Skilled at communication
• Utilizes technology
• Seeks efficiencies
Skills of a HR Professional

• Has technical-based knowledge
• Adept at multi-tasking and flexibility
• Ability to navigate organizational politics
• Has a dual focus
• Skilled at communication
• Utilizes technology/innovation
• Seeks efficiencies and new approaches
What We Want to Learn

**SKILL:** Functional HR Knowledge

**WHAT WE WANT TO LEARN:**

– Employment Classification
– Compensation
– Performance Management
– Benefits Administration
– Employee Relations
– And so much more....
What We Want to Learn

**SKILL**: Navigate Organizational Politics

**WHAT WE WANT TO LEARN:**

– How to say “no”

– How decisions are *really* made
What We Want to Learn

**SKILL: Dual Focus**

**WHAT WE WANT TO LEARN:**

– Each situation must be viewed on its own merits
– How to act in the best interests of all parties involved
What We Want to Learn

**SKILL:** Communication

**WHAT WE WANT TO LEARN:**

– Working with Others
– Difficult Conversations
– Managing Others
– Persuasion/Negotiation
IDEAS ON HOW WE CAN LEARN

• Formal Training
• Mentoring
• Observation and Shadowing
  – Modeling
  – Discussion
• In Practice
  – Advice
  – Feedback

*Image from dreamstime.com
WHAT WE WANT TO LEARN
TAKEAWAYS

• We **DO** want to learn
  – Education
  – Growth comes from our colleagues
• Encourage an open environment
  – Mentoring
  – Feedback
  – Exposure
WHAT WE CAN OFFER

(Yes, we know something too)
### PERCEPTIONS AND WORKPLACE INPUTS

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<thead>
<tr>
<th>ATTRIBUTES</th>
<th>PERCEPTION</th>
<th>WORKPLACE ACTIONS</th>
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<tbody>
<tr>
<td>Technology Natives</td>
<td>Distracted</td>
<td>Give them tools to be efficient</td>
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<tr>
<td>Want to work w/u not for you</td>
<td>Entitled</td>
<td>Provide mentoring &amp; opportunities to learn</td>
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<tr>
<td>Need feedback</td>
<td>Hesitant</td>
<td>Frequent reviews</td>
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<td>Lack autonomy</td>
<td>Need excessive guidance</td>
<td>Create work teams/pairs</td>
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<td>Seek balance</td>
<td>Lack work ethic</td>
<td>Lattice/ZigZag careers</td>
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<td>Indifferent</td>
<td>Job Hoppers</td>
<td>Align work w/ motivations</td>
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<td>Seek fun &amp; collaboration</td>
<td>Informal, nontraditional</td>
<td>Create flexible, mobile jobs</td>
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<tr>
<td>Multi-Taskers</td>
<td>Scattered</td>
<td>Provide to-do lists and prioritization</td>
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**Crossing the Generational Divide: Ideas from the Next Generation**
Skills of a HR Professional

• Has technical-based knowledge
• Adept at multi-tasking and flexibility
• Ability to navigate organizational politics
• Has a dual focus
• Skilled at communication
• Utilizes technology/Innovation
• Seeks efficiencies and new approaches
WHAT WE CAN OFFER

**SKILL:** Technology

**WHAT WE CAN TEACH:**

- Research new ideas and advancement in various industries
- Efficient ways of performing duties
- Navigate the world of social media
WHAT WE CAN OFFER

SKILL: New Approaches/Innovation

WHAT WE CAN TEACH:

– Fresh eyes and ideas to “old” issues
– Strategic partnerships with all stakeholders
WHAT WE CAN OFFER

SKILL: Multi-tasking and Flexibility

WHAT WE CAN TEACH:

– Eager to assist and learn outside of “their” assigned duties
– Shares information freely and builds on each other ideas to achieve goals collaboratively
Millennials have a positive perception of their generation, describing themselves as “tech-savvy, young, cool, hip and innovative,” while Non-Millennials perceive the generation as “lazy, young, spoiled, entitled and tech-savvy.”

“I want it fast, and I want it now.”
“I trust my friends more than corporate mouthpieces.”
“I’m a social creature – both online and offline.”
“I can make the world a better place.”

60% of Millennials rate brand online.
60% of Millennials upload pictures, videos, and blogs.

Source: The Boston Consulting Group
WHAT WE CAN OFFER
TAKEAWAYS

• Passion/Dedication
• Innovation/Advancement
• Flexibility
• Cross Generational Learning/Education
Collaborating with Millennials
COLLABORATING WITH MILLENNIALS

“Boomers can learn how to text, and the millennials can learn to walk down the hall and sit next to someone and look them in the face,” Gravette said. “If they start there, there doesn’t seem to be so much of a gap between them.”

-Linda Gravett
COLLABORATING WITH MILLENNIALS

• Dissolve the project hierarchy
  – Working without a job title

• The Millennials and Baby Boomers team
  – Millennials learn position/industry history
  – Baby Boomers learn technology

• Creates succession planning opportunity
COLLABORATING WITH MILLENNIALS

• Create a “buy in” for millennials to stay at the university and support a succession plan
  – Motivation and incentives

• Building a cross generational departmental mentoring program to foster support and empowerment amongst co-workers
  – Giving the “lead” role to various staff members regardless of titles and tenure

• Create a Knowledge & Skills bank where millennials can work on projects outside of their assigned duties and use the skills they excel at allowing them to gain knowledge of how the university works.
Move fast and break things. Unless you are breaking stuff, you are not moving fast enough.

Mark Zuckerberg
CO-FOUNDER, FACEBOOK

Image from:
http://startupquote.com/post/1624569753
Thank You

Please complete the online evaluation form for this session. CUPA-HR will e-mail session evaluations to you today.


Google. Retrieved April 2013, from [http://support.google.com/contact/bin/request.py?hl=en&contact_type=bizdev](http://support.google.com/contact/bin/request.py?hl=en&contact_type=bizdev).


References


References


Crossing the Generational Divide: *Ideas from the Next Generation*

**Presenters:**
Jazzmine Clarke-Glover – The CUNY Graduate Center
Phil Marchese – Southern Connecticut State University
Shannon Page – University of Connecticut

**Key Terms:**

**Millennials** - Generation Y, also known as the Millennial Generation, is the demographic cohort following Generation X. There are no precise dates for when Generation Y starts and ends. Commentators use beginning birth dates from the latter 1970s, or from the early 1980s to the early 2000s. Economic prospects for the Millennials have worsened due to the Late-2000s recession. Generation Y grew up during the rise of the information age and the Internet.

**Gen. X** - Generation X, commonly abbreviated to Gen X, is the generation born after the Western post-World War II baby boom. Demographers, historians and commentators use beginning birth dates from the early 1960s to the early 1980s. Generation Xers have cultural perspectives and political experiences that were shaped by a series of events such as experiencing the Vietnam and Cold War and the rise of mass media.

**Baby Boomers** - A baby boomer is a person who was born during the demographic post-World War II baby boom between the years 1946 and 1964, according to the U.S. Census Bureau. Boomers grew up at a time of dramatic social change like that resulting from the civil rights movement.

**Young Professionals** - The term young professional generally refers to a young person not in school who is employed in a profession or white-collar occupation. The meaning may be ambiguous and has evolved from its original narrow meaning of a young person in a professional field.

**Mentor** - a trusted counselor or guide that helps develop another's knowledge and intelligence in a subject matter.

**Notes:**

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<th>What do I want to learn?</th>
<th>My Takeaways:</th>
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Presentation Summary:

WHAT MILLENNIALS WANT TO LEARN
- Skills and Technical-based knowledge
- Strategy to Navigate Organizational Politics
- The “Big Picture”
- Managing and Communicating With Others

WHAT MILLENNIALS CAN TEACH
- Technology
- New Approaches
- Flexibility
- Share information freely and work collaboratively

COLLABORATING WITH MILLENNIALS
- Dissolve the project hierarchy
- Build co-generational project teams
- Listen, Act, and Repeat the Idea Generation Process

OUR IDEAS ON CROSSING THE DIVIDE
- Encourage (Formal or Informal) Mentoring Relationships. Mentoring typically refers to an experienced employee imparting knowledge on to a younger employee. Since Millennials are constantly looking to develop their skills and seize every opportunity for professional growth, mentoring can be a valuable (and free!) tool and should be one that is encouraged.

- Encourage (Formal or Informal) Reverse Mentoring Relationships. Reverse mentoring generally refers to a younger employee new to the workforce teaching a more experienced employee on a subject that the younger employee is more familiar with. The most common example of reverse mentoring is a younger employee teaching their colleagues about technology.

- Provide feedback. In general, Millennials are looking for constant feedback, so use this time as an opportunity! Discuss more than goals, performance, and career path; you can also use this time to discuss strategies, tips, suggestions, and recommendations that the Millennial can use during their regular work day.

- Encourage Co-Generational Projects. Since there is always a need to streamline and become more efficient, provide opportunities for co-generational projects that allow everyone to be an equal member of the team.

- Encourage Learning Opportunities Beyond Assigned Duties. Millennials are “high energy” and are constantly looking to be challenged, so support Millennials when they are looking to learn outside their assigned “box.” Not only does this lead to employee growth, but can also provide for cross-training, succession, and back-up opportunities.