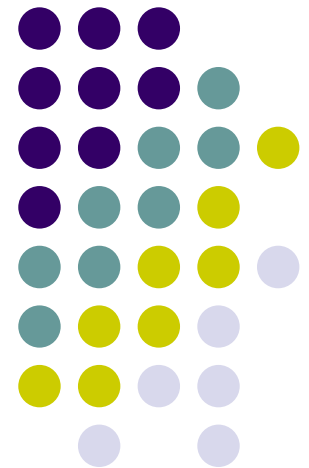


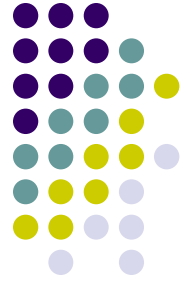
What's all this about Millennials?

“Present but otherwise engaged...”

-Samuel G. Freedman (professor of
journalism, Columbia University)

Anne Bucalos & Claire E. Hughes
Bellarmino University Faculty Forum presentation
November 30, 2007

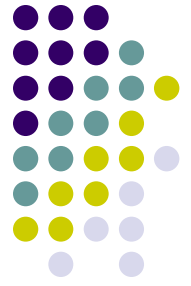




Background for our “study”

- Culture Circle
- Rebekah Nathan’s *My Freshman Year*
- “After more than 15 years of university teaching, I found that students had become increasingly confusing to me.”
- Ethnographic study as a cultural anthropologist, joining students as a peer, to discover *Why???*

According to Nathan, who are these students?

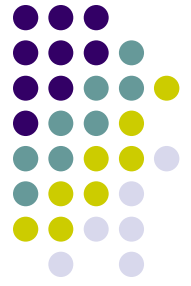


- College students are studying a little less and socializing less (NSSE, 2003)
- 2/3 of all students are working
- Club/organization important primarily to ethnic minorities
- “It is hard to create community when the sheer number of options in college life generate a system in which no one is in the same place at the same time.”



Are they a “community?”

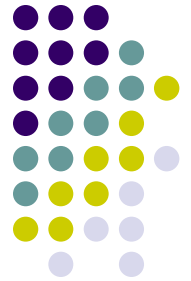
- “What little someone might share with other students is constantly in flux;” “a profound ambivalence about community life”
- Contradiction of “get involved” with endless array of activities and ease of dropping out; only to find more has replaced those that are deemed “not of interest”
- Resist claims that “community” makes on their schedule & resources in name of individualism, spontaneity, freedom, and choice



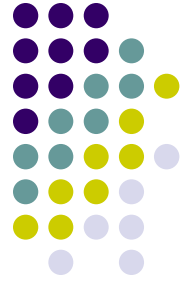
What about diversity?

- Ego-centered network: 5 out of 6 white students had no members of another racial/ethnic group in their close social circle
- Level of materialism (for many) renders collective resources and spaces superfluous
- Students would rather talk about their sex lives than racism and diversity
- For students from other countries – friendly American “veneer,” but no follow through

And then there's academics!



- Equality in the classroom usually amounts to invisibility; don't be too noticeable either as an outstanding student or troublemaker
- Intellectual life seemed to matter little; “I never once overheard what I would term a political or philosophical discussion”
- Learning is incidental unless it impacts one's career interests



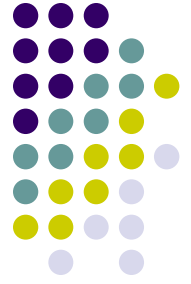
Academics cont.

- More than 77% of all students who study 10 or fewer hours per week get “B” or better (Higher Ed Research Institute, 2003)
- Cheating...cheating...and more cheating! (increasingly diverse definitions of what qualifies as “cheating”)
- Classes are “price one has to pay” for entrance to college culture

So...how different are these millennials...really???

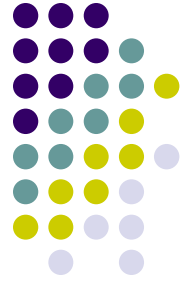


- Generations are shaped by events- not age.
- Includes values, memories, habits, and even language (“hip”, valley-talk, anyone?)
- Not as applicable to individuals, but creators of cultural norms
- Cyclical
- Lenses: Formative events, characteristics, religious characteristics, concerns



Archetypes

- Builders/ Heroes
 - Born early 1900s-1920
- Silent/ Artists
 - Born early 1920s-1945
- Boomers/ Prophets
 - Born 1945-early 1960s
- Busters/ Nomads
 - Born early 1960s- early 1980s
- Builders/ Heroes
 - Born early 1980s to 20th century



Builders/ Heroes:

Born 1900-1920s, Age 10 in 1910-1931

Events, Trends, & Technology That Shaped Their Lives

- Suffragette Movement
- Skirts
- WWI
- Roaring Twenties
- Great Depression
- WWII
- Telephones
- Movies
- Radio
- Big Bands
- Miss America

Values and Characteristics

- “Greatest Generation”
- Hard workers
- Dependable
- Intolerant
- Cautious
- Savers
- Traditionalists
- Rah-rah generation
- Defend stable families, but have worst relationships with own children

Silent Generation/ Artists:

Born 1920s-1945, Age 10 in 1929-1953

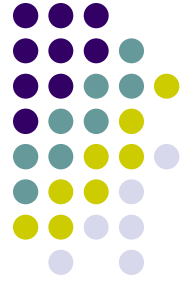


Events, Trends, & Technology That Shaped Their Lives

- Great Depression
- WWII
- Little Rascals/ Shirley Temple
- Too young for GI, too old for hippies
- Atom Bomb
- McCarthyism
- Little Rock

Values and Characteristics

- Discussion, inclusion and process
- James Dean- Rebel without a Cause
- Civil Rights Activists
- First generation to divorce in large numbers
- Have never had a President from this generation
- Last generation to benefit from Social Security?
- Created complex government and legal institutions



Baby Boomers:

Born 1942-1960, Age 10 in 1952-1970

Events, Trends, & Technology That Shaped Their Lives

- Three TV channels
- Raised to never follow a dictator- question authority
- Viet Nam
- Civil Rights movement
- The Cuban Missile Crisis
- The assassination of President Kennedy
- Man walked on the moon
- Woodstock
- Kent State
- Watergate
- Sexual Revolution
- Crime rates rose, academic achievement fell

Values and Characteristics

- Competition
- Change
- Hard work
- Success
- Personal gratification
- Teamwork
- Inclusion
- Involvement
- Health and wellness
- Optimism
- Independence
- Hippies to Yuppies



Busters:

Born 1960-1980, Age 10 in 1970-1990

Events, Trends, & Technology That Shaped Their Lives

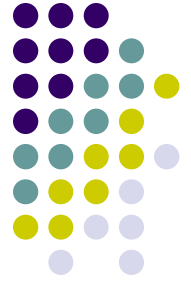
- Challenger disaster
- Fall of Berlin Wall
- Operation Desert Storm
- LA riots
- Latch-key kids
- Failing Schools
- Sesame Street
- MTV
- Internet
- Hundreds of TV channels
- Computer games & AOL
- Silicon Valley
- Energy crisis
- AIDS
- VCRs
- Cell phones/PDAs/TIVO

Values and Characteristics

- Entrepreneurial spirit
- Global thinking
- Independence
- Self-reliance
- Informality
- Creativity
- Fun
- Feedback
- Quality of work life
- Diversity
- Balance of personal & professional lives
- Late marriages/ few children
- Largest group of immigrants
- Lowest voting records ever

Millennials:

Born 1980-2005, Age 10 in 1990-2015



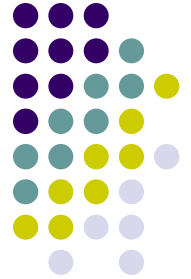
Events, Trends, & Technology That Shaped Their Lives

- Baby on Board- protected
- 9/11
- Oklahoma City bombing
- Gulf War
- Operation Desert Storm
- Israeli/Palestinian conflict
- Columbine
- NCLB
- Downsizing of corporations
- Dot Com crash
- The Internet
- DVDs
- PDAs/IPOD/Mp3s
- Yahoo/Google
- Global warming

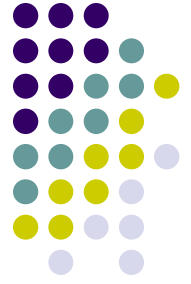
Values and Characteristics

- “Cocooning”
- Very close to families
- “Good” teenagers
- Autonomy
- Networks- facilitated by technology
- Communication/ Constant Contact
- Confidence
- Positive outlook
- Immediate feedback/ information
- Optimism
- Money
- Risk-averse
- Socially conscious
- “Green”
- “Spoiled”, but hard working groups

Needs of Generations, Ballone (2007)



	Builders	Boomers	Busters	Bridgers
I need	Respect	Status	Feedback/ Autonomy	Structure/To Contribute
Reward/ Motivation	Acknowledge expertise	Symbols of Achievement/ Promotion	Professional Development/ Flexibility	Flexibility/ Growth
Attitude	“Get the job done”	“Let’s have a meeting and talk about it”	“I’ll do my part, you do yours— we’ll meet up later”	“I can, I will-just let me”
Work Ethic	Sacrifice	Driven	Balance	Integration
Communication Style	Formal/ protocol	Formal/ Process	Informal/ Pragmatic	Casual/ Immediate

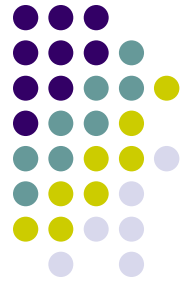


Generational Gap

- “... the reaction of each generation to what it perceives as the excesses of the generation of its elders. ... In other words, your generation isn’t like the generation that shaped you. It’s like the *generation that shaped* the generation that shaped you.” (Howe & Strauss, 2007, p. 47)
- Grandchildren really are life’s rewards for raising your own children.

Generational Conflict

aka “Kids today!/ Old Fogeys” Ballone (2007)



Builders may be perceived as:

- Rigid
- Judgmental
- Wary
- Distant
- Set in their ways

Boomers may be perceived as:

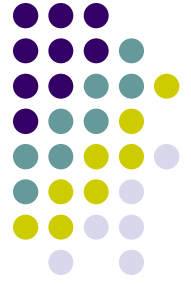
- Self-absorbed
- Workaholics
- Fickle
- Rigid
- Hypocritical
- Impractical

Busters may be perceived as:

- Cynical
- Ungrateful
- Disloyal
- Overly Casual
- Not team players
- Lack of Discipline

Bridgers may be perceived as:

- Inexperienced
- Overly confident
- Impatient
- Lazy
- Naive
- Overly influenced by pop culture

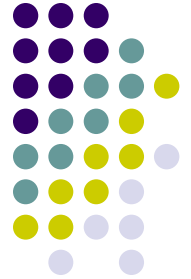


Developmental Growth

- Builders/ Heroes
 - Protected → Heroic → Powerful → Civic
- Silent/ Artists
 - Suffocated → Sensitive → Indecisive → Empathic
- Boomers/ Prophets
 - Indulged → Visionary → Moralistic → Wise
- Busters/ Nomads
 - Abandoned → Alienated → Pragmatic → Tough
- Bridgers/ Heroes
 - Protected → Heroic → Powerful → Civic

Educational Implications?

- Classroom
- Curriculum
- Place





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