

## **Traditionalists, Boomers, Gen-Xers, and Millennials: Supervision Across Generations**

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## **Faculty**

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### **What is a Generation?**

- A social cohort shaped by common experience and common persona
- Born over a period roughly the same as the passage from youth to adulthood (c. 20 years)
- Shares perceived membership, common beliefs and behaviors, common location in history

### **What are the Different Generations?**

• Traditionalists	1900-1945	75M
• Baby Boomers	1946-1964	80M
• Generation X	1965-1981	46M
• Millennials	1982-Present	76M

### **What Defines a New Generation?**

- Fills the social role being vacated by the departing elder generation
- Solves a problem facing the prior youth generation
- Corrects for behavioral excesses it perceives in the current midlife generation

### **What's the Life-Cycle of a Generation?**

- Public discovers the new youth (15-20 years after first birth year)
- Full possession of youth culture (20-25 years)
- Gets maximum public attention (25-30 years)
- Ebbing of public interest (30-35 years)

**Traditionalists: 1925-1945**

- Feel lucky to have a job
- Value patriotism, hard work, respect for leaders
- May feel “outmoded,” so leave and retire
- Loyal and look forward to retirement
- Enjoy “ Murder she Wrote”

**Traditionalists: 1925-1945**

- Shaped by the Great Depression and World War II
- Is conservative and rule-oriented
- Prefers consistent top-down management and long-term employment
- Is loyal and self-sacrificing
- Value family and patriotism

**Traditionalists: 1925-1945**

- Is respectful of authority and extremely loyal to employers
- Tends to “do what is right”
- Some of the stereotypes focus on negatives, narcissism, selfishness, too individualistic

**Traditionalists: 1925-1945**

- We need to incorporate approaches within the supervisory process to accommodate generational differences
- Focus on strengths of the supervisor and the supervisee

**Baby Boomers: 1946-1964**

- Competitive
- Idealists
- Parents told them they could do anything
- Desire to put own stamp on the workplace
- Most don't plan to fully retire
- Optimistic
- Enjoy “Thirty Something”

**Generation X: 1965-1981**

- Grew up seeing too many businesses downsize and merge
- Can't trust permanency in the workplace
- Doubt that Social Security will be available to them
- Demanded industry adapt to them
- Skeptical

### **Generation X: 1965-1981**

- Enjoys Melrose Place
- Need training on how to give and receive feedback \*\*\*\*\*

### **CUSPERS: Positioned Between Two Generations**

- Naturals at mediating
- Naturals at translating
- Naturals at mentoring
- Make great managers!

### **Millennials: 1982-2000**

- Special
  - Grew up in a child-focused world
- Sheltered
  - Their parents have been fearful for their safety and strong advocates for their success and might be helicopter parents

### **Millennials: 1982-2000**

- Confident and Optimistic
  - “Can-do” attitude
- Team-Oriented
  - Used to organized group activities
- Achieving
  - Used to high-stakes testing and zero-tolerance behavior policies

### **Millennials: 1982-2000**

- Pressured
  - Many face “trophy” child expectations
- Conventional
  - A return to manners and comfortable with parents’ values
- High school grads of 2000 and older

### **Millennials: 1982-2000**

- Older parents
- Smaller families
- 40% firstborns
- More educated parents
- Slowly stabilizing family patterns
- More diverse culturally / immigrant parents

### Percent of College Freshman Having...

	<u>1973</u>	<u>1998</u>
• Mother with college degree	20%	41%
• Father with college degree	32%	44%

### What Millennials Want:

- Flexibility and balance
- Frequent, timely feedback
- Fun workplace
- Meaningful Work
- Freedom to try new roles

### Millenials:

- Score high on assertiveness, self-liking
- Have high expectations
- Score some level of stress and anxiety
- Score lower on self-reliance

### Millennials Need:

- Structured but interactive learning experiences
- Review of overconfidence
- Specific instructions, frequent feedback, and relevance of material
- Shorter segments of instruction - use media such as videos whenever possible
- Rules strictly enforced, to prevent entitlement issues

### Who are our Employees?

- The employees at ADPH reflect a range of:
  - Cultures
  - Practice experience
  - Socio-economic background
  - Educational achievement
  - Age – which may range from 20 year olds to students in their 60's

### Age: Wide Range

- Some of the employees are new graduates of high school or college
- Many are just two – three years from high school.
- Moving from adolescence to adulthood
- Learning across the continuum

### **Employees and Supervision**

- Does the age of the employee present challenges in the supervision process?
- Does the age of the supervisor affect the communication between the supervisor and supervisee?
- Can we incorporate structure within the supervision process to address the potential discrepancies between the Generations within the agency?

### **Can We Turn the Potential Difficulties Into Something Positive?**

- Understand and appreciate the values of each generation
- Conflict can be good if managed correctly
- Win-win mindset for disagreements
- Conflict resolution is a problem-solving process

### **Can We Turn the Potential Difficulties Into Something Positive?**

- Supervisor must combine both perspectives and identify a common work goal / solution
- Develop and implement a plan of action
- Monitor plan regularly
- Documentation

### **Multicultural Teambuilding**

- Supervisor models respect for all generations
- Acknowledge Differences
- Focus on Common goal
- Establish mutual support
- Manage conflict
- Continuous monitoring