



LEADING MULTIPLE GENERATIONS IN THE WORKPLACE: You're The Responsible Engineer

Florida Board of Professional Engineers
Approved Course No. 0010329

4 PDH Hour

Course Description:

This course is intended to help Professional Engineers understand how to lead and interact with other team members that come from diverse backgrounds and have vastly different generational experiences.

How to reach Us ...

If you have any questions regarding this course or any of the content contained herein you are encouraged to contact us at Easy-PDH.com. Our normal business hours are Monday through Friday, 10:00 AM to 4:00 PM; any inquiries will be answered within 2 days or less. Contact us by:

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**Refer to Course No. 0010329,
LEADING MULTIPLE GENERATIONS IN THE WORKPLACE:
You're The Responsible Engineer**

28 TEST QUESTIONS

A test is provided to assess your comprehension of the course material. You will need to answer at least 20 out of 28 questions correctly (>70%) in order to pass the overall course. You can review the course material and re-take the test if needed.

You are required to review each section of the course in its entirety. Because this course information is part of your Professional Licensure requirements it is important that your knowledge of the course contents and your ability to pass the test is based on your individual efforts.

Here's what to Look for when Completing the Course:

 <p>Search for Test Questions and the relevant review section</p>	 <p>Search the PDF for: Q1 for Question 1, Q2 for Question 2, Q3 for Question 3, Etc...</p> <p>Q1</p> <p>(Look for the icon on the left to keep you ON Target!)</p>
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Q1: [See INTRODUCTION]

Why is it important for Professional Engineers to recognize the diversity of four Generations working in today's workplace:

- (A) Increase Productivity
- (B) Reduce workplace conflict
- (C) As a PE you have statutory responsibilities over the work of others under your supervision
- (D) All of the Above

Q2: [See INTRODUCTION]

Which Florida Statute, commonly known as the "Practice Act", generally establishes the definition of what it means to be a Professional Engineer in Florida:

- (A) Chapter 471 FS
- (B) Chapter 671 FS
- (C) Chapter 61G15 FS
- (D) Chapter 61G-471 FS

Q3: [See INTRODUCTION]

You have a retired engineer working in your firm part-time to help mentor and teach principles of engineering design to younger workers on staff. As such does this constitute "Practicing Engineering" per Chapter 471 FS:

- (A) Yes
- (B) No

Q4: [See INTRODUCTION]

Again referring to the retired engineer working in your firm part time to help mentor and teach principles of engineering design to younger workers on staff, per Chapter 61G15-18 of the Florida Administrative Code, you as the Professional Engineer of the firm would be considered the:

- (A) Delegated Engineer
- (B) Subordinate Engineer
- (C) Responsible Engineer
- (D) Principal Engineer

Q5: [See What is a Generation]

What has been the biggest structural difference between Generations of individuals born since the 1940s as compared to the 1840s:

- (A) the Actual increased number of births themselves
- (B) Societal events
- (C) Advances in Technology
- (D) the Shift from an Agrarian Society to an Industrialized Society

Q6: [See What is a Generation]

Why would you suppose it is important to identify Generational “Gaps” in the workplace at your location:

- (A) each unique Generation’s attitudes are affected by events during the period
- (B) each unique Generation’s perceptions of norms are affected by events during the period
- (C) each unique Generation’s opinions of other Generations are affected by events during the period
- (D) All of the Above

Q7: [See Generations in Today’s Workforce]

What is a common name of the Generation that was born between 1981 and 1999:

- (A) Millenials
- (B) Nexters
- (C) Generation Y
- (A) All of the Above

Q8: [See Generations in Today’s Workforce]

Looking at the trend in workforce changes between 2006 and 2011, which Generational Group saw the SMALLEST change in its workforce participation percentages:

- (A) Traditionalists
- (B) Baby Boomers
- (C) Generation X
- (D) Generation Y

Q9: [See Generations in Today's Workforce]

By 2020 what percentage of the workforce is expected to be comprised of Generation X and Generation Y workers:

- (A) 25%
- (B) 48%
- (C) 73%
- (D) 75%

Q10: [See Characteristics of Each Generation]

What Percentage of Traditionalists Men Participated in US Military Service:

- (A) 10%
- (B) 29%
- (C) 50%
- (D) 64%

Q11: [See Characteristics of Each Generation]

Traditionalists were greatly affected by the Stock Market Crash of 1929 which preceded the Great Depression. What was the approximate peak of the Dow Jones Industrial Average at its peak in October 1929:

- (A) 150
- (B) 350
- (C) 1200
- (D) 5000

Q12: [See Characteristics of Each Generation]

What would be a Key Word used to describe the Baby Boomers (Generation born between 1946 and 1964):

- (A) Optimistic
- (B) Loyal
- (C) Skeptical
- (D) Realistic

Q13: [See Characteristics of Each Generation]

The introduction of the Television into the homes of the Baby Boomers was a major technological advancement for this Generation. By 1960 about how many TVs were in US Homes:

- (A) 10 million
- (B) 20 million
- (C) 50 million
- (D) 100 million

Q14: [See Characteristics of Each Generation]

For Generation X, Skepticism is a key word used to describe this Generation. What was a major influence of this Generation:

- (A) Threat of Nuclear War between the US and the former Soviet Union
- (B) Strain of Family Relationships with greater than 50 percent of marriages ending in divorce
- (C) Dot COM Boom and Bust
- (D) All of the Above

Q15: [See Characteristics of Each Generation]

Generation X was heavily influenced by the introduction of the first microcomputer introduced in 1975 by what Company:

- (A) Apple Computer
- (B) Altair Computer
- (C) IBM
- (D) Dell Computer

Q16: [See Characteristics of Each Generation]

The Millenials or Generation Y were generally born after what date:

- (A) 1975
- (B) 1979
- (C) 1981
- (D) 1985

Q17: [See Characteristics of Each Generation]

Millenials witnessed the Dot Com Run Up through early 2000 followed by a Financial Meltdown thereafter. From 1999 to the peak in early 2000, the NASDAQ stock market increased by what percentage: :

- (A) 25%
- (B) 50%
- (C) 100%
- (D) 150%

Q18: [See Characteristics of Each Generation]

Millenials are very Techno Savvy having grown up with technology since birth. During this period the World Wide Web was introduced and the now infamous internet search engine Google was incorporated on what date:

- (A) September 4, 1999
- (B) September 4, 1998
- (C) September 4, 1995
- (D) September 4, 1992

Q19: [See Characteristics of Each Generation]

Comparing all of the Generations together, which Generational Group is more likely to change jobs over their career:

- (A) Traditionalists
- (B) Baby Boomers
- (C) Generation X
- (D) Generation Y

Q20: [See The At Work Problem]

In common, ALL Generations want the same things with respect to workplace interaction EXCEPT::

- (A) To be Recognized
- (B) To be Remembered
- (C) To do work that is Relevant
- (D) To be Respected

Q21: [See The At Work Problem]

Which Generational Group has a Work Personality that can be described as transitioning from Blue Collar to White Collar:

- (A) Traditionalists
- (B) Baby Boomers
- (C) Generation X
- (D) Generation Y

Q22: [See The At Work Challenge]

Which Generational Group will generally challenge Authority and be more inclined to Break the Rules:

- (A) Traditionalists
- (B) Baby Boomers
- (C) Generation X
- (D) Generation Y

Q23: [See The At Work Challenge]

You as a leader have a Traditionalist working for you, what would be the most preferred way to communicate with this individual (on his terms):

- (A) One on One, Face to Face
- (B) Written in a Memo
- (C) Via Phone or Text Message
- (D) A and B

Q24: [See The At Work Challenge]

For Generation X, what would be an effective Reward System to motivate this group:

- (A) Money
- (B) Private Recognition
- (C) Public Recognition
- (D) Time off in lieu of Money

Q25: [See The At Work Challenge]

Which Generational Group would be the most eager to participate in mentoring:

- (A) Traditionalists
- (B) Baby Boomers
- (C) Generation X
- (D) Generation Y

Q26: [See What's the Actual Mix in Your Workplace]

As a leader of your organization, why would you consider surveying the members of your team in order to determine your Generational Mix:

- (A) In order to determine communication and interaction preferences
- (B) In order to determine how to personalize your feedback to your work group
- (C) In order to develop the most effective training and mentoring programs
- (D) All of the above

Q27: [See Taking Action]

What are the benefits of not only understanding the Generational Mix in your workplace but actually implementing specific accommodations for each Generation:

- (A) Reduce Employee Turnover
- (B) Improve Knowledge Transfer
- (C) Reduce Conflict
- (D) All of the above

Q28: [See Taking Action]

Now that you know about Generational Differences – what would be the single most important takeaway from this course as you look at the Generations in the workplace:

- (A) Throw out the stereotypes – the characterizations presented do not always represent an individual that may fall into a particular birth Generation as identified
- (B) Formalize everything from communication to policy
- (C) There is no way to make them all happy, so don't even try
- (D) Embrace conflict because you cannot resolve it

END OF TEST QUESTIONS



Q1

INTRODUCTION

The 21st Century marks the first time in U.S. history that there are four distinct generations integrated and coexisting in the workforce. And this grouping raises significant challenges as each Generational group brings diverse and sometimes conflicting sets of views, cultures, traditions, values and experiences.

So why should this matter to a Professional Engineer?

Answer: Because as a Licensed Engineer in the State of Florida you are the “Responsible Engineer”.

Being the Responsible Engineer comes with statutory responsibilities that reach beyond traditional concerns of most businesses that face Generational Differences in the workplace (i.e. increasing productivity, improving motivation, individual working styles, and minimizing conflict amongst working groups). These concerns will be discussed later in the text but let’s first review what it means to be the “Responsible Engineer” as a Florida Professional Engineer from a Statutory Perspective:

Refer to CHAPTER 471 of Florida Statutes. Also known as the “Practice Act”, CHAPTER 471 of Florida Statutes generally:

- a. Provides Professional Engineering licensure requirements
- b. Provides grounds for disciplinary action against Professional Engineers
- c. Creates the Florida Board of Professional Engineers (FBPE)
- d. Gives the FBPE Authority

And with creation of the FBPE, with specific authority given from CHAPTER 471 of Florida Statutes, Florida Professional Engineers are required to follow Rules created by the FBPE. Chapters 61G15-18 through 37 of the Florida Administrative Code, also known as “The Rules of the Board”, govern HOW you “Practice” Engineering including:

- a. Education Requirements
- b. Experience Requirements
- c. Examination Rules
- d. Grounds for Discipline
- e. An most importantly - Responsibility Rules (which are commonly referred to as your Standards of Practice)

So what does it actually mean to “Practice Engineering”?



Q2

CHAPTER 471 of Florida Statutes specifically defines “Engineering”:

471.005 Definitions.

(5) “Engineer” includes the terms “professional engineer” and “licensed engineer” and means a person who is licensed to engage in the practice of engineering under this chapter (Chapter 471)

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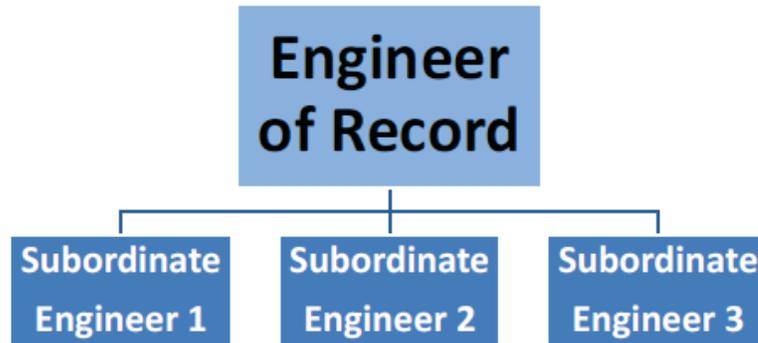
(7) “Engineering” includes the term “professional engineering” and means any service or creative work, the adequate performance of which requires engineering education, training, and experience in the application of special knowledge of the mathematical, physical, and engineering sciences to such services or creative work as consultation, investigation, evaluation, planning, and design of engineering works and systems, planning the use of land and water, teaching of the principles and methods of engineering design, engineering surveys, and the inspection of construction for the purpose of determining in general if the work is proceeding in compliance with drawings and specifications, any of which embraces such services or work, either public or private, in connection with any utilities, structures, buildings, machines, equipment, processes, work systems, projects, and industrial or consumer products or equipment of a mechanical, electrical, hydraulic, pneumatic, or thermal nature, insofar as they involve safeguarding life, health, or property; and includes such other professional services as may be necessary to the planning, progress, and completion of any engineering services. A person who practices any branch of engineering; who, by verbal claim, sign, advertisement, letterhead, or card, or in any other way, represents himself or herself to be an engineer or, through the use of some other title, implies that he or she is an engineer or that he or she is licensed under this chapter; or who holds himself or herself out as able to perform, or does perform, any engineering service or work or any other service designated by the practitioner which is recognized as engineering shall be construed to practice or offer to practice engineering within the meaning and intent of this chapter.

Takeaway: If you are taking this course, you are a Professional Engineer and you are “Practicing” Engineering!



So Who is the “Responsible Engineer”?

Q3
Q4



If you have other engineers working under your control or supervision and “Practicing” Engineering as we defined above, you, as a Professional Engineer, are from a statutory viewpoint, the Responsible Engineer. And as such you need to be sure to exercise enough oversight of the work of your subordinate Engineers to meet the requirements of “Responsible Charge” as set for under the “Rules of the Board” Chapters 61G15-18.

Rule CHAPTER 61G15-18 of the Florida Administrative Code specifically defines the “Responsible Engineer”:

61G15-18.011 Definitions.

As used in Chapter 471, F.S., and in these rules where the context will permit the following terms have the following meanings:

(1) “Responsible Charge” shall mean that degree of control an engineer is required to maintain over engineering decisions made personally or by others over which the engineer exercises supervisory direction and control authority. The engineer in responsible charge is the Engineer of Record as defined in subsection 61G15-30.002(1), F.A.C.

(a) The degree of control necessary for the Engineer of Record shall be such that the engineer:

1. Personally makes engineering decisions or reviews and approves proposed decisions prior their implementation, including the consideration of alternatives, whenever engineering decisions which could affect the health, safety and welfare of the public are made. In making said engineering decisions, the engineer shall be physically present or, if not physically present, be available in a reasonable period of time, through the use of electronic communication devices, such as

So Who is the “Responsible Engineer”? (Continued)

61G15-18.011 Definitions (Continued)

electronic mail, videoconferencing, teleconferencing, computer networking, or via facsimile transmission.

2. Judges the validity and applicability of recommendations prior to their incorporation into the work, including the qualifications of those making the recommendations.
3. Approves the inclusion of standard engineering design details into the engineering work. Standard engineering design details include details mandated or directed to be contained in engineering documents by governmental agencies (such as the Florida Department of Transportation); and details contained in engineering design manuals and catalogues that are generally accepted as authoritative in the engineering profession. In order to approve the inclusion of such details the Engineer of Record must conduct such reasonable analysis of the content of the standard detail(s) as is necessary in the sound professional judgment of the Engineer of Record to be assured that the inclusion of such detail(s) into the engineering work is acceptable engineering practice.

(b) Engineering decisions which must be made by and are the responsibility of the Engineer of Record are those decisions concerning permanent or temporary work which could create a danger to the health, safety, and welfare of the public, such as, but not limited to, the following:

1. The selection of engineering alternatives to be investigated and the comparison of alternatives for engineering works.
2. The selection or development of design standards or methods, and materials to be used.
3. The selection or development of techniques or methods of testing to be used in evaluating materials or completed works, either new or existing.
4. The development and control of operating and maintenance procedures.

(c) As a test to evaluate whether an engineer is the Engineer of Record, the following shall be considered:

1. The engineer shall be capable of answering questions relevant to the engineering decisions made during the engineer's work

So Who is the “Responsible Engineer”? (Continued)

61G15-18.011 Definitions (Continued)

on the project, in sufficient detail as to leave little doubt as to the engineer’s proficiency for the work performed and involvement in said work. It is not necessary to defend decisions as in an adversary situation, but only to demonstrate that the engineer in responsible charge made them and possessed sufficient knowledge of the project to make them. Examples of questions to be answered by the engineer could relate to criteria for design, applicable codes and standards, methods of analysis, selection of materials and systems, economics of alternate solutions, and environmental considerations. The individuals should be able to clearly define the span and degree of control and how it was exercised and to demonstrate that the engineer was answerable within said span and degree of control necessary for the engineering work done.

2. The engineer shall be completely in charge of, and satisfied with, the engineering aspects of the project.
3. The engineer shall have the ability to review design work at any time during the development of the project and shall be available to exercise judgment in reviewing these documents.
4. The engineer shall have personal knowledge of the technical abilities of the technical personnel doing the work and be satisfied that these capabilities are sufficient for the performance of the work.

(d) The term “responsible charge” relates to engineering decisions within the purview of the Professional Engineers Act and does not refer to management control in a hierarchy of professional engineers except as each of the individuals in the hierarchy exercises independent engineering judgement and thus responsible charge. It does not refer to administrative and personnel management functions. While an engineer may also have such duties in this position, it should not enhance or decrease one’s status of being in responsible charge of the work. The phrase does not refer to the concept of financial liability.

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So Who is the “Responsible Engineer”? (Continued)

Takeaway: If you have Subordinate Engineers working under you as the Engineer of Record, you have a statutory responsibility to understand and review the work product of your subordinates and ensure that they are technically competent for their work

And in today’s working environment your “Subordinates” are not necessarily defined by their age or the Generation from which they were born. You may have Engineers that are fresh out of college or semi-retired Senior Engineers working side by side.

This is why you, as a Responsible Engineer, need to understand the differences in your subordinate workforce and the Generational Differences that make each “tick”.

So the answer to the original question “**Who is the ‘Responsible Engineer’ is:**





Q5

WHAT IS A GENERATION?

gen · er · a · tion

: a group of people born and living during the same time

: the average length of time between the birth of parents and the birth of their children

More specifically a Generation is an entire group of individuals who are born or living about the same time who share similar experiences, ideas, problems, and attitudes. But why care now? What is different today from say 1940 through 2010 that is different than a 100 years ago from 1840 through 1910? The biggest difference is the increased pace of technological change and advancements made in the period since 1940.

And when you have a break between the average length of time between the births of parents and their children you create a “Generational Gap” which creates a difference of experiences, attitudes, and perceptions amongst these difference Generations. Each Generation is impacted by the same societal and historical events and therefore there are shared values and attitudes amongst the group.

A Generation Gap is created by the vast differences in cultural norms between Generations and occurs when older and younger people fail to understand each other. Their differences in values, experiences, interests, attitudes, opinions habits, interests, use of technology, etc. can make even make it difficult for multiple Generations to even understand each other.

These defining experiences and historical events that occur in the Gaps “imprint” the values of a Generation as the group matures. These events determine who a Generation is and how they see the world. It can be said that, as a group, the people with similar ages adopt a “generational personality”.

**Q6**

Determining the Generation Gaps

A generation can be broadly defined as a span of years in which there has been an upward trend in birthrates that lasts until there is a marked change in birth rates, i.e. a downward trend. At this point a new generation takes over and the generational cycle continues on again. Here are some common similarities amongst various Generations:



A Generation typically consist of approximately a 20-year span but note there is not exact agreement on where a “generation” starts and when it stops



Each Generation has a unique set of values



Each Generation REACTS to the Generation before them



Each Generation Looks at their peer group and themselves as THE standard of comparison



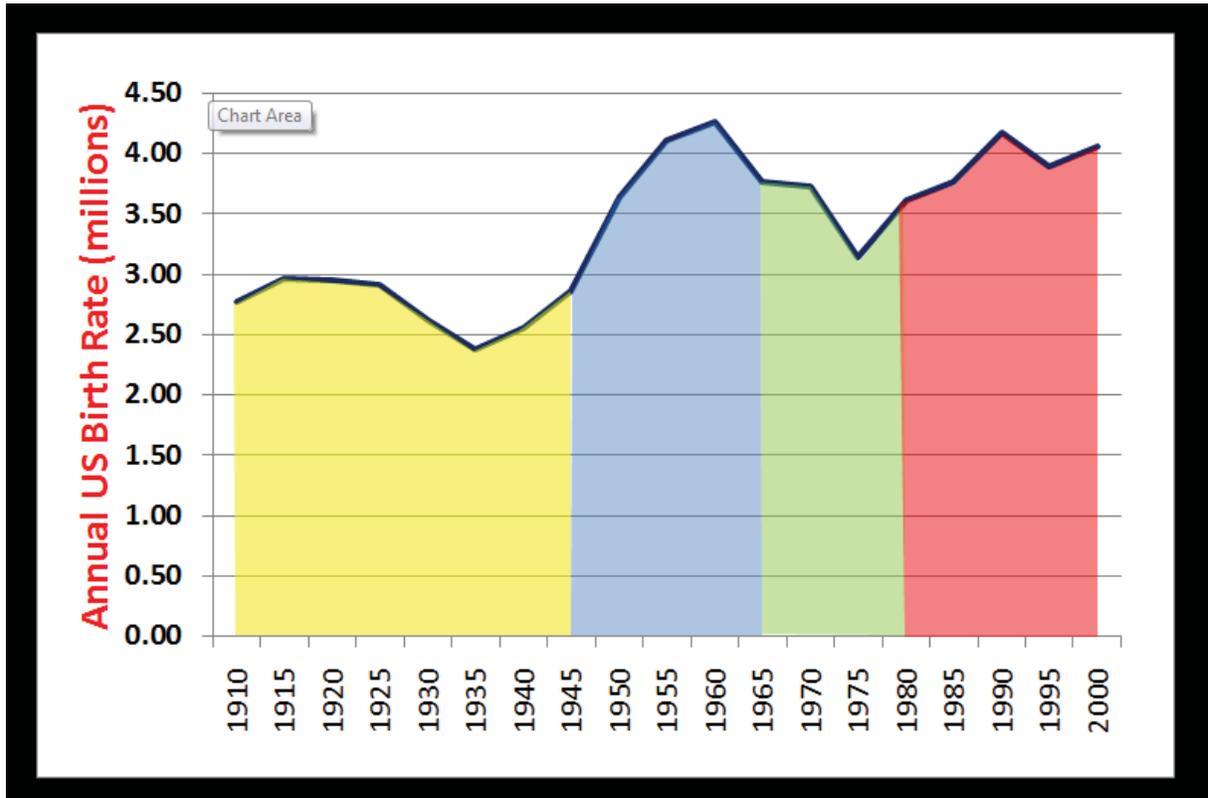
Each Generation Looks at the Next Generation with some skepticism ... “Those kids of today”



Those individuals born on the “cusp” of an incoming Generation may exhibit blended characteristics of both the incoming and outgoing Generation

SEE ANY GENERATIONAL GAPS?

US Annual Birth Rates (1910 through 2000)



The Graph above denotes the changes in US Birth rates from 1910 through 2000. You can see four distinct periods of increases in birth rates followed by a birth rate decline. These Gaps, denoted by the different colored regions indicate a Generational Change.

Generational Gap 1: Period 1910 through 1945

Generational Gap 2: Period 1945 through 1965

Generational Gap 3: Period 1965 through 1980

Generational Gap 4: Period 1980 through 2000



Q7
Q8
Q9

GENERATIONS IN TODAY'S WORKFORCE

Referring to the Population Graph above, the four (4) distinct Generations that have been commonly identified as being a part of the mix of Today's workforce are:

	<p>Traditionalists</p> <p>(also known as Matures, World War Veterans, Pre-Boomers, Silents)</p>	<p>Born Before 1945</p>
	<p>Baby Boomers</p>	<p>Born Between 1946 and 1964</p>
	<p>Generation X'ers</p>	<p>Born Between 1965 to 1980</p>
	<p>Millenials</p> <p>(also known as Gen Y and Nexters)</p>	<p>Born Between 1981 – 1999</p>

Generations in the Workplace – Why Does it Matter?



It matters because you either work for a business owner or company that employs your knowledge as an engineer to offer engineering services, or you own or run a company that employs engineers to offer engineering services. Your business and your livelihood could be on the line. Consider some of these examples, Which situation best describes you?

EXAMPLE 1: I am a Professional Engineer that works in a diverse workplace with multiple Generations of other engineers

- I need to be able to work in a team to meet my company's goals
- Knowledge Transfer
 - I'm the Senior Engineer: How can I relate and share my experience and transfer knowledge to my Junior counterparts so that it's not lost forever?
 - I'm the Junior Engineer: How can I relate, connect, learn and gain knowledge from some of the more Senior Engineers around me? How can learn from their engineering experiences?
- I have to ensure my subordinate engineers are generating an engineering product that meets required design standards and meets the "Responsibility Rules" as required by Board Rules

EXAMPLE 2: I am a Professional Engineer and I Own or Lead an engineering business / company with a diverse workplace of multiple Generations of Engineers

- I need to be able to ensure my teams work together to meet your company's / team's goals
- Knowledge Transfer
 - How do you get my Senior Engineers to share experience and knowledge to their Junior counterparts so that I don't lose it forever and lose a competitive advantage over others in the marketplace
- Retaining the Workforce
 - How can I recruit top talent to come to the company and once they're here how do I keep them and motivate them?
- I have to ensure my subordinate engineers are generating an engineering product that meets required design standards and meets the "Responsibility Rules" as required by Board Rules

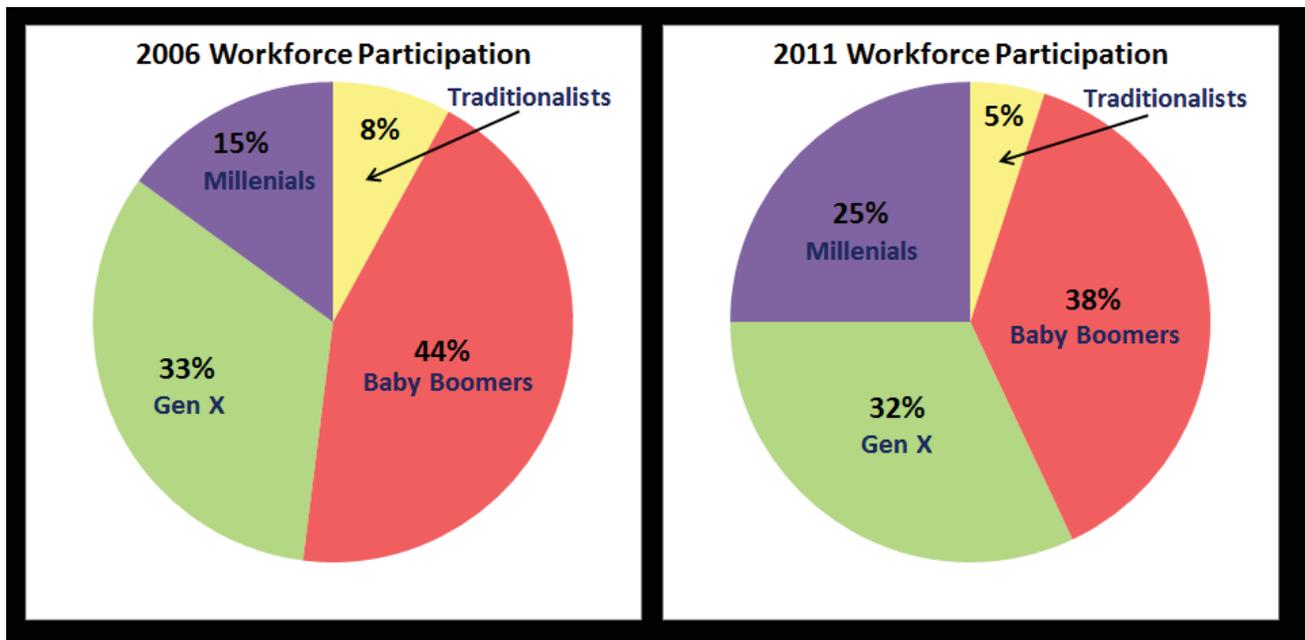
EXAMPLE 3: I am a Professional Engineer and I have a diverse client base that I or my company works with and I have to maintain a high level of customer satisfaction in order to stay in business

- I have to understand my clients' needs and improve customer relations with the Generation I am serving
- If I stay engaged with my Clients and recognize their Generational needs this may lead to less Client turnover and a chance to build loyalty

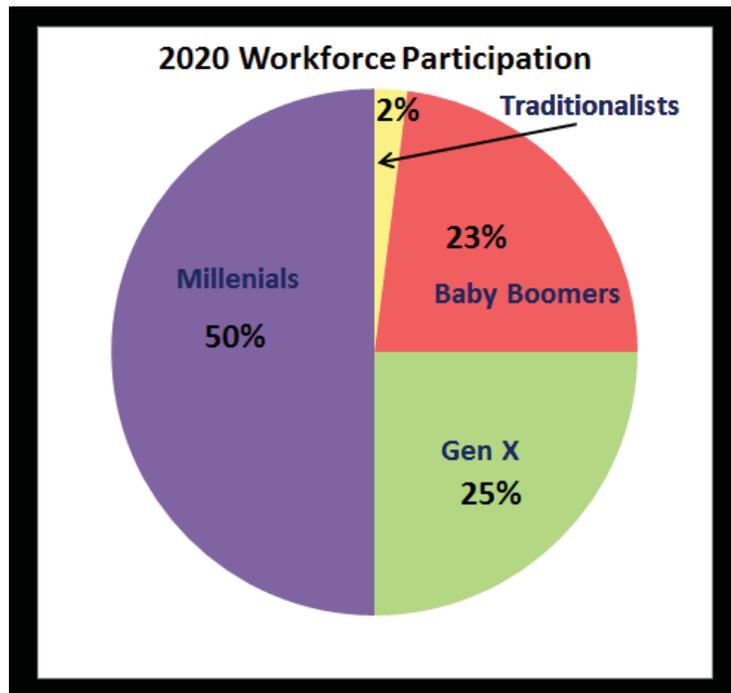


It matters because there is a drastic change in Workforce Participation taking place right now. Consider this:

- In 2006, the breakdown of the workplace by Generation was dominated by the Baby Boomers at over 44% of the workforce
- A short 5 years later, while Boomers still comprise the greatest percentage of the workforce, the percentage of Millenials increases to almost 25% (an almost 66% growth rate over 5 years!)
- In the coming years as the more and more Baby Boomers retire this will make room for a significant increase in the number of Millenials entering the workforce.
- Gen Xer's have started about 80% of the new businesses started since 2000



Look at Projections for 2020 from the Bureau of Labor Statistics:



It matters because with a diverse workplace there is bound to be conflict amongst the various Generational Groups simply because each see's things just a little bit differently.

These Generation Groups bring a variety of priorities and expectations to the workplace.

Nearly 60 percent of HR managers at large companies say they have observed some level of office conflicts stemming from generational differences from perceptions of loyalty and respect – Source Society for Human Resource Management.

It's all about a Generation's Perspective

What's Your Perspective?



CHARACTERISTICS OF EACH GENERATION

In general, members of any Generation want to be respected, recognized for their contributions, coached, consulted, and connected. They just want all of this in different packages! Let's look at each Generation listed in depth to see how:

TRADITIONALISTS

	<p>Traditionalists (also known as Matures, World War Veterans, Pre-Boomers, Silents)</p>	<p>Born Before 1945</p>
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Key Word: **LOYAL**

- Traditionalists were born before 1945 and are sometimes called the GI Joe Generation because many saw remnants of both World War I and II
- Traditionalists also lived through the severe economic shock of the Great Depression
- Traditionalists honor hard work, have respect for leaders and loyalty to institutions - In return Traditionalists expected to have a job for life.
- 50% of the men are veterans

MAJOR CHARACTERISTICS:

- (1) **Duty to Country:** Facing World Wars and economic shock the Traditionalists exhibit a great sense of nationalism, collective spirit and Duty to Country
- (2) **Frugality:** Traditionalists prudently saved and are not wasteful. Growing up with war time food rationing Traditionalists follow the motto "Waste Not, Want Not!" Saving money was an admirable duty.
- (3) **Stoic:** The Traditionalist's life was characterized by schedules, conformity, discipline and obedience. They will tend to shy away from showing emotion, affection, and will tend to be less open.
- (4) **Proper:** Traditionalists will tend to believe that there is right and proper way of doing things (i.e. there is a proper way to speak, a proper way to eat, and even a right way to send a letter)



Q11

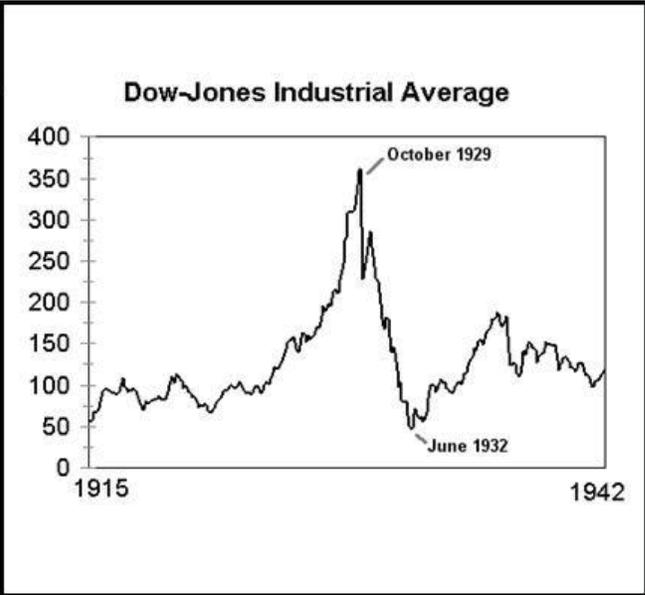
MAJOR INFLUENCES [TRADITIONALISTS]:

Major Events

Roaring 20's – followed by **Stock Market Crash of 1929** – October 24, 1929 (also known as Black Tuesday) the stock market lost 11% of its value in one day signaling the beginning of 10 years of the **Great Depression**

World War I and II

GI Bill – provided a range of benefits for returning WW II veterans

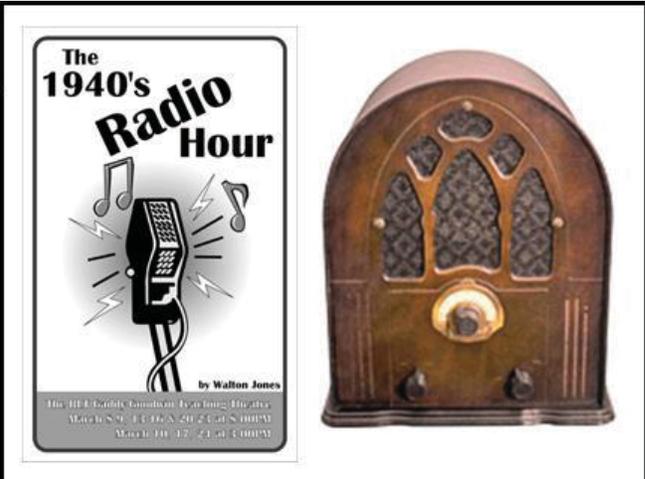


Technology

Radio – This was the “Golden Age” of Radio; As a result of the US Involvement in the War a lot of time was air time was dedicated to News

Juke Box

Television – TV was in its infancy



Personality “Traits”

Spending Style: – Conservative

Work Characteristic: – TOP Down

Job Satisfaction Need: – Acknowledgement

Work Method: – Follow the Chain of Command

Career Outlook: – Career for Life

Affected By: – Real War Events



Q12
Q13

BABY BOOMERS

	<p style="text-align: center;">Baby Boomers</p>	<p style="text-align: center;">Born Between 1946 and 1964</p>
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Key Word: **OPTIMISTIC**

- Baby Boomers were born in the mid 40's through the mid 60's
- Following soldiers returning from World War II there was a demographic explosion of post-war babies being born – this period was called a “boom” because there were so many children born here
- The economic boost of post war ushered in a prosperous society that had overcome the challenges of war and the Great Depression
- Television was first introduced to the Baby Boomers and many children grew up through their formative years with a NEW outside influence - the TV. In fact only about 1% of US homes had a TV in 1946 but by the 1960 this number had risen to over 90%
- Baby Boomers were spoiled by their Parents, the Traditionalists, and since the beginning of the “Television Age” advertisers have catered to this Generation

MAJOR CHARACTERISTICS:

- (1) **Optimism:** Boomers witnessed firsthand great human accomplishments, human endeavors never thought possible (i.e. a man walking on the moon)
- (2) **Career Focused:** Boomers grew up to become a hardworking middle-class that was eager to be prosperous. It is estimated that Boomers now hold 70% of the household wealth of all money held in financial institutions
- (3) **Stylish:** Consumer Brands and Style are very important to Baby Boomers. Growing up with TV and a lot of advertising images, Baby Boomers focus on products that are perceived to enhance their image.
- (4) **Assertive:** Due to the sheer size and influence of this, the largest of Generations, Boomers tended to get what they want – in business & politics
- (5) **Afraid of Aging:** "Old" in the Traditionalist image would have been 60's while the Baby Boomers see the 60's as middle age. And with expendable income, Baby Boomers are sparing no expense in the quest to feel younger and live longer.

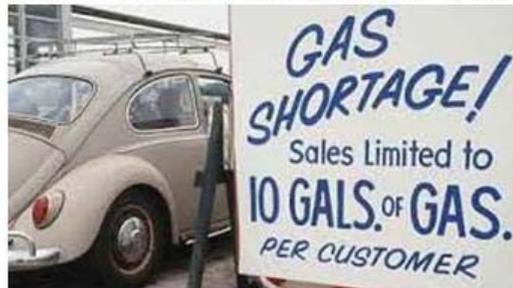
MAJOR INFLUENCES [**BABY BOOMERS**]:

Major Events

President John F Kennedy and Martin Luther King assassinations

Vietnam War – US involvement was a response to prevent a Communist takeover of South Vietnam

OPEC Oil Embargo – In 1973 Foreign Oil from the Middle East was cut off to the US resulting in gas shortages and sky rocketing inflation in the US



Technology

Television – This was the Television Age – at the start of the 1950's there were 7 million TVs in US Homes by 1960 the number had grown to over 50 million

Passenger Jet Service started

A Satellite in Space – the Russian satellite Sputnik the first artificial satellite placed in orbit around the Earth

Photocopier – first introduced in 1959



Personality "Traits"

Spending Style: – Consumer Oriented, Buy NOW Pay LATER

Work Characteristic: – Workaholics, Very Competitive

Job Satisfaction Need: – To Make a Difference

Work Method: – Open Discussion followed by Consensus

Career Outlook: – Loyal and Very Successful in their Careers

Affected By: – the Cold War (Tensions between the US & Russia)



Q14
Q15

GENERATION X (Gen Xer's)

	<p>Generation X'ers</p>	<p>Born Between 1965 to 1980</p>
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Key Word: **SKEPTICISM**

- Gen Xer's grew up largely in the shadow of the Baby Boomers
- Born between the mid 60's and the early 80's, Gen Xer's are a much smaller group than the Baby Boomers
- And as the 60's gave way to the less prosperous 70's, the Gen Xer's did not find a jubilant post-Vietnam War era like the previous Generation -- the Baby Boomers. Rather the Gen Xer's entered a society which had certainly become tarnished and lacked luster
- Family relationships were strained the lives of Gen Xer's. In the 1980's nearly 50% of all marriages ended in divorce. Single mother's had to enter the workforce in greater numbers so Gen Xer's in many cases were found to be raising themselves.
- These were the "latchkey kids", the children who came home from school to an empty house because the parent or parents were away at work. (the Keys to the house were often strung around the child's neck or hidden at the house)
- Gen Xer's childhood was also marked with the constant threat of Nuclear War between the United States and the former Soviet Union
- In family economics, Gen Xer's saw people around them become victims to regular company layoffs, downsizing, and mergers and acquisitions
- Gen Xer's witnessed firsthand the Dot.com BOOM and BUST

MAJOR CHARACTERISTICS:

- (1) **Skepticism:** Gen Xer's witnessed government scandals (Watergate) and the near impeachment of President Bill Clinton which together demonstrated to Gen Xer's that not even the government can be trusted
- (2) **Feeling of Betrayal:** Gen Xer's perceived the world as "unsafe" and felt as children that they were not as valuable

- (3) **Lack of Common Cause:** Gen Xer's lacked a common cause like the World Wars for the Traditionalists and the Vietnam War for the Baby Boomers. Because of this Gen Xer's tend to fight more personal and individual battles
- (4) **Commitment to Friends over Family:** Gen Xer's at large feel let down by the Family Unit and are more committed to their friends
- (5) **Pragmatism:** Gen Xer's are more interested in function than form. Unlike the Traditionalist, Gen Xer's value something that works rather than if it right and proper. Gen Xer's follow the motto "Keep it Real"

MAJOR INFLUENCES [**GENERATION X**]:

Major Events

Watergate Scandal – leading to resignation of Richard Nixon April 8, 1974
Three Mile Island Nuclear Accident
Cold War & Fall of the Berlin Wall
Space Shuttle Challenger Disaster
Exxon Valdez Oil Tanker Accident
AIDS Epidemic – June 1981 the CDC reports rare cases of lung infections with an immune deficiency (later known as AIDS)



Technology

Personal Computers – The Altair computer, a microcomputer kit first offered in 1975; Apple Computer was formed in 1976
Cell Phones – April 1973, the first mobile telephone call from handheld phone was made
Digital Cable – In 1972, the nation's first pay-TV network, Home Box Office (HBO) was launched



Evolution of Cell Phones

Personality “Traits”

Spending Style: – Cautious and Conservative
Work Characteristic: – Bottom Line Orientation
Job Satisfaction Need: – Work and Home Balance
Work Method: – Ignore the Chain of Command – Be Efficient
Career Outlook: – The Job is Portable
Affected By: – Economic Turmoil , Loss of Family Structure



Q16
Q17
Q18

MILLENNIALS (GENERATION Y)

	<p>Millenials (also known as Gen Y and Nexters)</p>	<p>Bom Between 1981 – 1999</p>
--	--	------------------------------------

Key Word: REALISTIC

- Generation Y was a product of society collectively looking at where the raising of Gen X children had gone wrong
- Born between in the early 80's through the late 90's. Millenials (Generation Y) were born in the middle of a shift in collective sentiment of society that this needed to be the "Decade of the Child"
- Parents in this period asked the question "Have you hugged your child today?"
- Generation Y was raised in an era of self-esteem and were the busiest generation of children. Parents were advocates and put their children first.
- This generation grew up with rattles in the shape of cell phones
- This generation has been plugged in since they were babies and have grown up with educational software and computer games
- Generation Y is very Techo-savvy and has always known to use computers

MAJOR CHARACTERISTICS:

- (1) **Tech Savvy:** Generation Y has grown up with Technology and the World Wide Web
- (2) **Highly Confident:** Through their formative years Millenials were raised in an era of self-esteem where they have been bombarded with the message that they are "special", "unique" and "ready to lead"
- (3) **Civic minded:** Generation Y is very aware of their rights and well informed and looking to make a difference in the world. This generation believes that they have the potential to be great
- (4) **Non-Linear Thinkers:** Generation Y was born into the information age and have grown up in a busy, over-planned world. They enjoy multitasking and multimedia
- (5) **Self-Absorbed:** Generation Y wants to feel valued and wanted and have high expectations of themselves and the organization for which they work

MAJOR INFLUENCES [**GENERATION Y**]:

Major Events

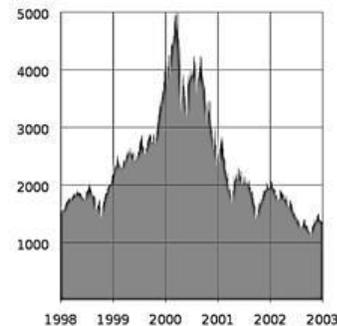
September 11 Terror Attack

Explosive Growth of the World Wide Web

Space Shuttle Columbia Disaster

Columbine and Virginia Tech Shootings

Dot Com Run Up and Financial Meltdown – The NASDAQ Stock index, which tracked the value of Internet Companies, climbed from the 1500 level to over the 5000 level in early year 2000 and then fell back to about the 1300 level by the end of year 2003



Technology

Cell Phones & Text Messaging –

Cell phones became widely available and became small and light boasting "pocket size" proportions. Also the first text message was sent in 1992

Intro to the World Wide Web –

The Internet was first released publically to the world in 1995

Google – Google incorporated on Sept 4, 1998 and quickly became the most popular search engine in the world.



Personality “Traits”

Spending Style: – Spend their Parent’s Money

Work Characteristic: – Team Oriented

Job Satisfaction Need: – To Make a Difference

Work Method: – Open Discussion followed by Consensus

Career Outlook: – Looking for Parallel Careers

Affected By: – 9/11 and the War on Terrorism



Q19

SUMMARY COMPARISON OF EACH GENERATION

	Traditionalists	Baby Boomers	Generation X	Millenials
Institutions	Deserve Loyalty	Deserve to Change	Suspect at Best	Should be judged on their own merit
Values	Family and Community	Success	Time	Individuality
Business Focus	Quality	Long Hours	Productivity and Efficiency	To be able to Contribute
Motivation	Security	Money	Time Off	Time Off
Company Loyalty	Highest	High	Low	Low
Money is?	Necessary for Living	Status Symbol	Means to an End	Payoff for Today
General Work Ethic	Patient and Loyal	Workaholics	Looking for Life / Work Balance	Want and Welcome Diversity
Work Goals	Build a Legacy	Build a Stellar Career	Build a Portable Career	Build Parallel Careers
Expectations	Satisfaction is a Job Well Done	Give me a Title, Money, and Recognition	I want Freedom!	I want Meaningful Work
Career Moves	Stay at One Job just because you should!	Stay at One Job to Get Ahead!	Job change is necessary!	The path does not have to be a straight one!



Q20

Q21

THE “AT WORK” PROBLEM

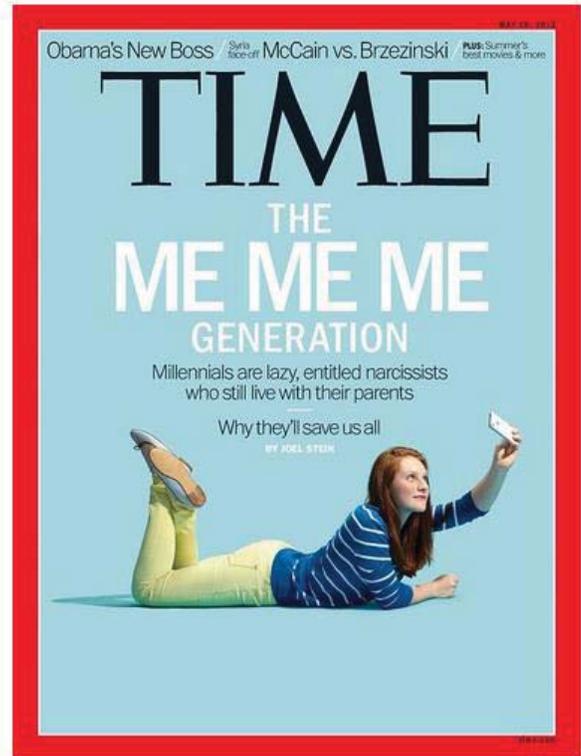
We all know there are Generational Gaps between the younger and older workers just because each fails to understand the other. And it is understood that a workforce in disagreement is much less productive than it could be.

In fact, there has been such a steady stream of Media reports, books, blogs, studies, and even full blown events, pronouncing the emergence of the Millennials into the workplace that it's no wonder that the arrival of a new generation into the workplace is gaining a lot of attention and even apprehension amongst other workers.

The situation is SO well known that Time Magazine ran a cover story in May 2013:

Millennials: The Me Me Me Generation

But as a whole, as employers and employees, We all need to be careful not to make too many generalizations about the Generations. And while it is helpful to understand the underlying characteristics of each group, be sure to recognize individuals themselves as to their age, their stage of life, and even length of tenure in your organization.



So let's look deeper into the roots of this conflict and start with common ground. Regardless of the Generation in which they have been categorized, People generally want the same things. Understand the 3 R's and the 2 C's. People want:



To be Respected



To be Recognized



To be Remembered



To be Coached



To be Consulted



To be Connected

The challenge is to recognize what motivates each Generation, what that Generation actually wants, and then develop and communicate management practices that meet the needs of the workers while enhancing productivity. So let's look generally how each generational group is actually motivated, let's look further at their respective "WORK PERSONALITY":

TRADITIONALISTS

Work Personality

- Traditionalists have faith in Institutions and know that there is **NO Safety Net**
- They're going to be quiet and loyal and respect the role of **Management**
- Traditionalists are going to follow the rules and adhere to the **Chain of Command**
- The Traditionalists transition: **"Farm to Blue Collar"**

BABY BOOMERS

Work Personality

- Baby Boomer are willing to work very hard, in fact they are **Work-a-holics!**
- But ... your Baby Boomers want recognition for their efforts, they want tangibles (i.e titles, parking spaces, an office)
- They want to make a difference and get to the **TOP**
- The Baby Boomers transition: **"Blue Collar to White Collar"**

GENERATION X (Gen Xer's)

Work Personality

- Gen Xer's have LITTLE faith in Institutions and know that they need to be resourceful and rely on themselves
- They're going to question management's authority and will often ignore the Chain of Command
- Gen Xer's are practical and efficient but are working for the money and certainly not for fun!
- The Gen Xer's transition: **"White Collar to Gold Collar"**

MILLENNIALS (GENERATION Y)

Work Personality

- Generation Y is going to have very high expectations of themselves and others in the workplace
- They're going to have short attention spans and will seem self absorbed but they are going to take a more Global View
- Generation Y is working to feel valued and wanted
- Generation Y transition: **"... There is NO Collar"**



THE “AT WORK” CHALLENGE

Q22
Q23
Q24
Q25

With these different Work Personality Traits let’s compare the Generations on some key characteristic that are important in the workplace. These are going to be your potential “Clash Points” - the areas where your multi-generational workforce is just going see things differently! As a leader it will be your job to meet them head on.out of the modern work environment, and how to deal with them head-on.

Perspectives on Work:

Here’s How They See it –

<p>TRADITIONALISTS</p> <ul style="list-style-type: none"> • Do it By the Book • <u>HOW</u> we get it done is as important as <u>WHAT</u> we get done 	<p>BABY BOOMERS</p> <ul style="list-style-type: none"> • Just GET IT DONE! • <u>WHAT</u> we get done is most important • If it takes nights and weekends we will
<p>Generation X</p> <ul style="list-style-type: none"> • What’s the <u>BEST WAY</u> we can get it Done the Fastest • <u>HOW</u> we get it done is not that important at all 	<p>Generation Y</p> <ul style="list-style-type: none"> • We’ll get it done in time for the deadline • We don’t necessarily need a schedule

Suggestions to reduce conflict:

- Set individual goals but do it as a team
- Explore ways to develop a streamlined process soliciting input from all of the parties
- Set Goals and Offer flexibility in meeting those goals
- Provide autonomy in decision making

Authority:

Here's How They See it -

<p>TRADITIONALISTS</p> <ul style="list-style-type: none"> • Command and Control all the Way • No One should question authority • We VALUE Authority 	<p>BABY BOOMERS</p> <ul style="list-style-type: none"> • Respect the authority but question it sensibly • Maintain loyalty to the team to get the Job Done • We RESPECT Authority
<p>Generation X</p> <ul style="list-style-type: none"> • Rules are MADE TO BE BROKEN! • We're NOT Impressed with Authority • We CHALLENGE Authority 	<p>Generation Y</p> <ul style="list-style-type: none"> • We wanted to be respected so we'll also respect the authority • We are RELAXED with Authority

Suggestions to reduce conflict:

- Provide autonomy in decision making
- Provide independence but clearly communicate expectations
- Provide flexibility but set some "Deal Breakers" - Rules that have to be followed
- Provide direction but do not be too intrusive with the direct supervision

Leadership:

Here's How They See it -

TRADITIONALISTS

- Preference for a Direct and Hierarchical Leadership Style

BABY BOOMERS

- Preference for a leader who comes to Consensus on decisions

Generation X

- Preference for a leader who is competent and treats all the same

Generation Y

- Preference for a leader who is an achiever

Technology:

Here's How They See it -

TRADITIONALISTS

- Find Technology Complex
- Will adapt to technology but prefer NO change – “If it ain't broke, don't fix it”

BABY BOOMERS

- Acquired Technology as it was developed
- Tools necessary to achieve goals

Generation X

- Assimilated Technology in to work and life
- Practical tools needed to get things done

Generation Y

- Integrated Technology in to all parts of work and life
- Give them more!!

Communication STYLE:

Here's How They See it -

<p>TRADITIONALISTS</p> <ul style="list-style-type: none"> • One on One is Preferred • Don't be too Informal, show respect for my age • <u>Be Discrete</u> 	<p>BABY BOOMERS</p> <ul style="list-style-type: none"> • Mix of electronic and One on One is Preferred • Somewhat Formal is OK • <u>Be Direct and Open</u>
<p>Generation X</p> <ul style="list-style-type: none"> • Casual , Direct is Preferred • Immediate Feedback required • Electronic is the Best 	<p>Generation Y</p> <ul style="list-style-type: none"> • Casual , Direct is Preferred • Be Positive, Don't talk down • Mostly Use Email and Electronics

Communication Methods:

Here's How They See it

<p>TRADITIONALISTS</p> <ul style="list-style-type: none"> • WRITE it in a Memo 	<p>BABY BOOMERS</p> <ul style="list-style-type: none"> • Call me on the PHONE <u>Anytime</u>
<p>Generation X</p> <ul style="list-style-type: none"> • Call me on my CELL Phone but ONLY AT WORK 	<p>Generation Y</p> <ul style="list-style-type: none"> • Send me a TEXT or Email, Anytime is OK

Suggestions to reduce conflict:



Mix it Up, and listen to what each group likes and prefers

Time Spent at Work:

Here's How They See it –

<p>TRADITIONALISTS</p> <ul style="list-style-type: none"> • Punch the Clock • Get the Work Done 	<p>BABY BOOMERS</p> <ul style="list-style-type: none"> • We INVENTED the 50 hour work week
<p>Generation X</p> <ul style="list-style-type: none"> • Get paid to Get the Job Done 	<p>Generation Y</p> <ul style="list-style-type: none"> • Gone at 5 PM sharp, Work is a Gig between weekends

Suggestions to reduce conflict:



Clearly articulate functional expectations

Work / Family Balance:

Here's How They See it –

<p>TRADITIONALISTS</p> <ul style="list-style-type: none"> • Keep Family and Work separate 	<p>BABY BOOMERS</p> <ul style="list-style-type: none"> • WORK is First! • Fear of losing work position (if too much time off)
<p>Generation X</p> <ul style="list-style-type: none"> • Work / Family Balance is a <u>MUST</u> have – No fear of losing work position 	<p>Generation Y</p> <ul style="list-style-type: none"> • Work / Family AND Self Development at Work is a <u>MUST</u> have

Suggestions to reduce conflict:



Flex Schedules

Preferred Work Environment:

Here's How They See it –

<p>TRADITIONALISTS</p> <ul style="list-style-type: none"> • Conservative Top Down Management Approach 	<p>BABY BOOMERS</p> <ul style="list-style-type: none"> • Warm, Friendly Workplace • Flat Organizational structure
<p>Generation X</p> <ul style="list-style-type: none"> • Faced Paced Informal yet functional environment • Keep it fun and positive 	<p>Generation Y</p> <ul style="list-style-type: none"> • Highly creative and collaborative • Keep it fun and positive

Feedback and Rewards:

Here's How They See it –

<p>TRADITIONALISTS</p> <ul style="list-style-type: none"> • “NO NEWS is GOOD NEWS” • Satisfaction is a “Job Well Done” • Private recognition with no fanfare is preferred 	<p>BABY BOOMERS</p> <ul style="list-style-type: none"> • Like the \$\$\$ • Like Praise/Title Recognition • The more PUBLIC the better • Give them something to “put on the wall”
<p>Generation X</p> <ul style="list-style-type: none"> • NO Public Recognition • Give Time Off in lieu of \$\$\$ • Preference for regular feedback 	<p>Generation Y</p> <ul style="list-style-type: none"> • Like frequent feedback and will even ASK for IT • Looking for More Meaningful Work as a reward

Mentoring:

Here's How They See it –

TRADITIONALISTS	BABY BOOMERS
<ul style="list-style-type: none"> • Feel Mentoring is a Long Term Commitment • Mentoring is a sign of Respect for experience • Preference to focus on “Standards” & “Procedures” 	<ul style="list-style-type: none"> • Want the opportunity to Mentor as a sign of the importance of their role • Want Public recognition as a sign they “paid their dues”
Generation X	Generation Y
<ul style="list-style-type: none"> • May need help and encouragement to take on more responsibility • Would appreciate more of a learning environment – “Listen and Learn” 	<ul style="list-style-type: none"> • Want Goals in steps and actions • Expect mentoring programs in order to raise the bar on their already high expectations

Training:

Here's How They See it –

TRADITIONALISTS	BABY BOOMERS
<ul style="list-style-type: none"> • Only necessary if it contributes to organizational goals 	<ul style="list-style-type: none"> • Yes it contributes to organizational goal but is a path to promotion & awards
Generation X	Generation Y
<ul style="list-style-type: none"> • Enhances versatility and value in the marketplace • Not necessarily loyal to who provided the training 	<ul style="list-style-type: none"> • Eager to participate in Training as a true learning experience



Q26

WHAT'S THE "ACTUAL MIX" IN YOUR WORKPLACE

So you have a diverse group in your workplace that may fit into these categories but how do you really know what affects each group? Survey them! Following are some generalized questions that can help you determine how to determine the proper mix for your workplace.

Q: What form of communication would you prefer when interacting with fellow employees about work issues?

Face to face

Phone

Email

All of the above

Q: What would be your preferred first course of action for communicating with a co-worker about work a work issue?

Face to face discussion with the person

Email

Phone

Instant Message / Text

Q: What is the most effective way you find for receiving company information?

Face to face discussion with your supervisor

Email

Company newsletter

Company website

Q: How do you feel about the application of new technology in the workplace?

Frightened

It's just Part of the job

It's Part of Life

Annoying

Q: To construct your ideal Manager or Supervisor, how important is it that he / she is technically competent?

Not important

Somewhat important

Extremely important

Q: To construct your ideal Manager or Supervisor, how important is it that he / she is a good listener?

Not important

Somewhat important

Extremely important

Q: To construct your ideal Manager or Supervisor, how important is it that he / she is a creative and innovative?

Not important

Somewhat important

Extremely important

Q: To construct your ideal Manager or Supervisor, how important is it that he / she is open to trying new things?

Not important

Somewhat important

Extremely important

Q: To construct your ideal Manager or Supervisor, how important is it that he / she allows you flexibility in accomplishing assigned tasks?

Not important

Somewhat important

Extremely important

Q: To construct your ideal Manager or Supervisor, how important is your need for immediate feedback?

Not important

Somewhat important

Extremely important

Q: To construct your ideal Manager or Supervisor, how important is your need for formal feedback?

Not important

Somewhat important

Extremely important

Q: To construct your ideal Manager or Supervisor, how important is your need for upfront and frank feedback?

Not important

Somewhat important

Extremely important

Q: To construct your ideal Manager or Supervisor, how important is your need for continuous constructive feedback?

Not important

Somewhat important

Extremely important

Q: For training and development what is your ideal learning setting?

Classroom

Web based training

Mentoring one on one

Self study

Q: How would you prefer to work?

All Individually

Combination of individual and team

All team

Q: How would you like to see your work environment?

Competitive

Combination of competitive and collaborative

Collaborative

Q: Multi-tasking on projects and assignments:

Hate It

Somewhat enjoy it

Prefer it

Q: If the work is “fun” I tend to be:

Less motivated

Somewhat motivated

More motivated

Q: If given more autonomy and responsibility you are:

Less motivated

Somewhat motivated

More motivated

Q: What is your ranking of what is most important to you (in order from highest to lowest)?

Higher salary

More benefits (other than what I have now)

Flexible hours

Working from home

More challenging problems and work

More time off

END OF SURVEY QUESTIONS

Q27
Q28

TAKING ACTION

Today, the Millennial Generation is entering the workforce in ever increasing numbers while at the same time the Baby Boomers are leaving for retirement. These changes increase the generational diversity in organizations. The specific challenges will be:

- **Retaining your Workers and Reducing Employee Turnover**

The Leader has to integrate newer workers while at the same time respecting the seniority and experience of older ones. Your Gen Xer's and Millennial Generation are less inclined to stay with a single employer anyway so some specific action steps include:

- (1) Continue to use the expertise and knowledge of the Baby Boomers who are starting to leave the workforce
- (2) Retain the best Generation X employees already in the workforce
- (3) Leverage new inexperienced Generation Y employees as they enter the workplace by increase multi-tasking opportunities
- (4) For the X and Y Generations, money will be the strongest motivators

- **Knowledge Transfer and Mentoring**

The Leader has to find a way "transfer" the experience and knowledge from Baby Boomers who are starting to retire. Since much of the technical experience in an organization is compiled over a long period of time it is critical to pass on this knowledge BEFORE the Boomers leave the organization. Here are some action steps:

- (1) Set up a Mentoring Program - Mentorship programs are a great way to facilitate knowledge transfer by motivating a Younger generation to Learn by giving the older Generations an opportunity to share and storytelling their experiences. Both the Traditionalists and Millennials are highly motivated by public recognition and Acknowledgements.
- (2) Focus on open communication, and documentation, and try to foster relationships amongst the Generations. It will be important for Leaders to encourage their teams to listen and to respect each others' experience and skills. The good news is that many Traditionalists and Baby Boomers are working part-time in some capacity in post-retirement so the opportunities for Knowledge Transfer and Mentoring should continue even as more workers leave the workplace.

Consider this: Hire back your Traditionalist as a part-time project leader or coach

• Communicating to Reduce Conflict

Leaders are going to have to make a concerted effort to communicate with their colleagues and peers in the ways that EACH prefers. Here are some action steps:

- (1) Let your Traditionalist know that the lack of formality in communications from the younger Generations in the office should not be misinterpreted as a lack of respect. It's just Different!
- (2) Bringing your different Generations together for face-to-face team-building exercises and even ice breakers can help them each break down some of the barriers to communication.
- (3) Throw out the Stereo-types: Don't let the categorization listed above define the workplace. Allow individuals flexibility to work in a work-style that best fits them and acknowledge the efforts of all team members regardless of their unique work-style.

Avoid these Negative Stereotypes:



Traditionalists:

- Can't learn Technology
- Can't give up the Reins



Baby Boomers:

- Too Materialistic
- Work Hard but NOT Smart

Generation X:

- Haven't paid Their Dues – They're too young for management
- They're Slackers

Generation Y:

- Need too much Affirmation
- They're the MTV Generation

• Tailor a Work / Life Balance

As a Leader recognize that today all participants in the workplace need some amount of flexibility so Give it To Them! Here are some actions steps:

- (1) Offer some form of flexible work arrangements including part-time work, compressed weekly schedules or even working from home for those who are seeking flexibility

THE AGE NEUTRAL WORKFORCE OPPORTUNITY

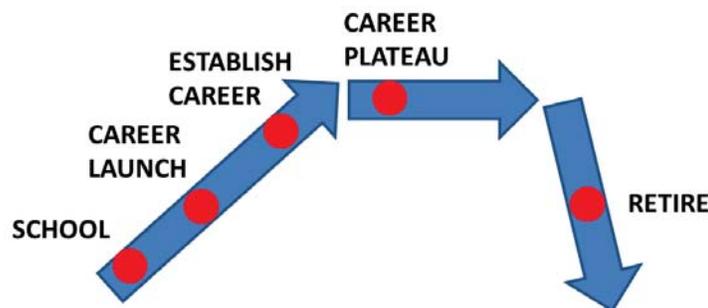
We know the work force is changing. We now know multiple generations working side by side in the workforce is creating conflict. The solution is to create an “Age Neutral” workplace that leverages the strengths of all of the Generations to have a greater, positive impact on the organization. In effect, we need “neutralize” the Generational Gaps created by age differences.

As the Millennial Generation begins moving into the workplace in greater and greater numbers it will take a while for this young group to gain the necessary skills and experience to effectively manage the organizations as the Baby Boomers start to retire. So what is a solution:

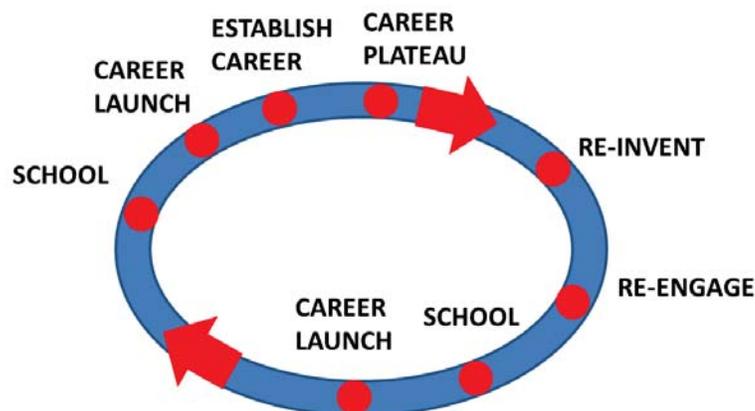
Fill the Gap by Retaining and Rehiring Senior Workers

Your Traditionalists and some of your Baby Boomers would be a great source for skilled and knowledgeable workers to help you bridge this skills gap. The challenge is to reverse the trend of many organizations where seasoned Senior workers are incentivized to retire and leave the organization while bringing in younger workers. And while there is cost benefit to bringing in lower paid, younger workers there are also disadvantages. Consider how the career paths have changed for today’s workforce. In essence all age workers are re-inventing themselves.

Traditional Career Path



Today’s Career Continuum



By mixing younger workers with more senior counterparts there is an opportunity to strengthen your workforce along with fostering teamwork amongst the generations. This is your “Age Neutral” Opportunity. Here are 4 Steps to help:

1. Treat Your Seniors Like Assets NOT Liabilities

Your Traditionalists and your Baby Boomers are showing an interest in staying on the job and even coming back from retirement. For many the “traditional” of retirement is shifting from a complete exit from the workforce to a form of part-time work or consulting. Consider how you look at Senior workers:



ASSET APPROACH:

- Seniors have intrinsic value through education and work experience
- They are hard workers and have a strong work ethic
- They are stable and will not likely leave a company
- They are good mentors and can assist in knowledge transfer



LIABILITY APPROACH:

- Seniors workers just cost more (in terms of salary and benefits)
- They can be easily replaced with lower cost, younger workers
- Managers may feel threatened by having a senior reporting to them

2. Recruit Seniors the Way They Want to be Recruited

If you are considering hiring a retiree – put yourself in their shoes – why would they work for your organization? Remember, Seniors will not be motivated to return to work for the same reasons younger workers are. Here are some attributes that would help in recruiting senior workers:

- Show them your organization truly values their experience, skills, and knowledge
- Be sure your organization has a good reputation in with Seniors
- Show them there is an opportunity to teach and mentor others
- Show them there are NO supervisory responsibilities
- Show them there is no pressure for promotion
- Give them the ability to work on a part-time or flexible basis
- Show them there exist opportunities to be educated and learn

3. Keep Them Engaged

Seniors are more inclined to stay in the workforce for non-financial reasons if they are engaged in their work and feel:

- There is an ability to be involved with meaningful work that can contribute to their knowledge and skill
- There are flexible arrangements in place to accommodate them to meet family demands
- There are accommodations for physical limitations (if needed)
- There is a continual investment in developing new knowledge and skills

4. Once You Have Them - Keep Them!

Once you get them back in the workforce you want to keep them there. Remember: the needs of Seniors is going to be different than the Younger Generations. Once you get them back in the workforce you want to keep them there. Here are some steps to improve retention of your Senior workers:

- Create an age-neutral culture: reverse the bias to hire younger inexperienced workers vs keeping the senior workers; try not to categorize jobs as those designed for a "younger" age worker vs those suitable for older workers
- Accommodate them in the workplace (i.e. provide larger monitors and software with large typefaces that are more easy to read)
- Provide flexible hours
- Avoid the all or nothing work approach (full time or nothing)
- Provide the ability for seniors to work on a part-time basis
- Offer continuing learning and development opportunities
- Nurture a culture where the Seniors are made to feel like they are part of the team
- Provide an opportunity to be involved with meaningful work that can contribute to their knowledge and skill

SUMMING IT UP

With so many differences amongst the Generations in the workplace, what are you to do as the leader, the Responsible Engineer? Answer::

- Recognize management by a “one size fits all” style will not be effective
- Capitalize on the strengths of each of the four different Generations that may be working side-by-side in the workplace
 - Recognize each group has different values, ideas and approaches to getting things done and there will be gaps amongst each group which are sources of conflict
 - Use different forms of communicating to each of these Groups
 - Be flexible and overcome the sources of conflict before they cause turnover and loss of productivity
 - Use Senior workers to fill your skills gaps and help mentor a transfer knowledge to your new generations