

Pamela Cox Otto's STARS Presentation RECAP

	Traditionalists	Baby Boomers	Gen X	Gen Y (Millenials)
<i>Born between</i>	1925-1945	1946-1964	1965-1980	1980-2002
<i>How many?</i>	75 million	80 million	46 million	76 million
<i>What is shaping them?</i>	World Wars I & II & Korea Depression Radio The World is not safe	Vietnam War Civil Rights Movement Television The rebel mentality My country is not safe	Chernobyl Lockerby Parent layoffs Cable, digital, fax, pagers, palm pilots My Family is not safe	Columbine 9/11 The internet Boomer & Gen X parents I am not safe
<i>Philosophy</i>	We	Us	I	All
<i>Defining Idea</i>	Duty	Individuality	Unique	Diverse
<i>Style</i>	Team Player	Driven	Entrepreneur	Team Projects
<i>Rewards</i>	You've earned it	You deserve it	You need it	You want it
<i>Work Is</i>	Obligation	A chance to excel	A challenge	An opportunity
<i>Money</i>	Save	Spend	Invest	Hedge/Spend
<i>Approach</i>	Partner with organizations Stand fast Symbols are important	Compete & stand out Question authority Make a difference	Take care of #1 Watch which way the wind blows Be ready to move on	Stick together Talk it over Share
<i>Conflict Style</i>	Go to the top (Snap to it 50% of the men were in the military)	Pay attention to me What does it take to get what I want Do something... but do it now	Anticipate my needs or I will leave Do what I want or leave me alone Vote with my feet	I don't like conflict, let's work together What does it take to make it work? You help me. I'll help you
<i>Iconic Sayings</i>	Do what's right	I Made a difference	Show me the money So not worth it	Been there. Done that. Got the T-shirt
<i>How to make them mad.. fast</i>	Be disrespectful or frivolous	Letter of the law	Ignore them or not anticipate their needs	Not answer quickly.. or imply they don't know how the world works
<i>Climate</i>		Andy Hardy Superman You had better be working as hard as I do Look, I'm changing the world	This had better be useful This had better work You save the world, I'm going to my kid's soccer game Removed from full engagement	My parents want to talk to you Helicopter parents We are all working equally hard Engaged but passive
<i>What they respond to</i>		Cues of achievement, status, heroes; iconic authority; heroes; things that are earned; comfort; I've earned luxury;; perks; anti-aging	Themselves reflected in the messages; Fierce sarcasm / imagination / creativity; Stupid/smart messages; function; style; luxury goods; their children.. but not mushy	New ideas; friends (the herd); multi-sensory experiences; messages that acknowledge they are smart; fun/learning; parents as heroes; interesting people; sense of community
<i>Differences & similarities/traits</i>			Cynical; competitive; materialistic; family	Idealistic; responsible; team players; ego secure; greater good; family
<i>Personality</i>			Decline in social trust; pessimistic about economy; individualistic; anti-corporate; no second chances; social conscience (all high)	Decline in social trust (high); pessimistic about economy (medium); individualistic; anti-corporate; no second chances; social conscience (low)
<i>What they hate</i>			When you don't address their issue Rules for rules' sake	When you don't address their values No structure to keep things fair
<i>The Challenge</i>		Time to bend, time to listen	The rule of 40, dig in and stop looking over your shoulder	Be gentle with all of us...
<i>Motivating them</i>		This will change the world Recognition A title Still got it Nostalgia High ideals Recognition: money, title, acclaim	Do it your own way Use these new powerful tools There are no rules here Its about learning in your way Flexibility In charge of your workload	You can work with anyone you want You can write your own course/job You can take charge of your learning experience Work with others in a meaningful way Explore what interests you Apply it to the world You will have choices

	Traditionalists	Baby Boomers	Gen X	Gen Y (Millenials)
<i>Service Expectations</i>	Process & protocol "spelled out" Violate the process at your own risk Violate expectations & they complain to your supervisor	Go with the flow but recognize how unique I am Respond to people and the situation Rules are hobgoblins of little minds Violate my expectations & I'll get verbal	Process that understands they have other priorities Don't make me come talk to you face to face Violate my expectations and I take my marbles and go	Note that I am not a kid Fast.. Fast.. Fast.. Violate expectations and they will leave and take their friends
<i>Support expectations</i>		Flexible process Personal attention Face to face attention	Not intrusive Not mandatory Not face to face Flexible and distanced	Digital and electronic communication Fair Responsive to their questions Remember the "Curling" parents
<i>Management style</i>		Pushing, always pushing What does it take to succeed? Lead, follow, ore get out of the way	I handle it.. you handle it What does it take to be left alone? Paperwork s**cks! Just do the job	Collaborate What does it take to make it work? You help me, I'll help you
<i>Teaching Style</i>		Anyone can succeed if they try This stuff reallllly matters! Buckle down I can change your world	Get it or don't. Your choice. I'll give you the stuff. I'd learn it if I were you Yeah, yeah, yeah, I was a latchkey kid too. Get over it.	Study groups Cohorts We can teach each other Know where to look it up
<i>What they want in the classroom</i>			Don't argue: why bother? Vote with your feet Pass/Fail grades expended Don't make me work with others Work independently but in cohorts (Business/Technology/Law)	Study groups Team teaching Consensus Minimized grade pressure Groups grades are ok Community service Safe regulated environment Clear fair rules Cheating/sharing? (Math./Science)
<i>What they want in the college experience/</i>			Immediacy of application Lots of information handed over Leave me alone unless I ask for help I expect to be messed with I expect you to disappoint me	Focus on me Shared learning Balance and help deal with stress Outside interests My group of friends
<i>Classroom expectations</i>				Relevant to the world Clear instructions & ONGOING feedback Team projects :-) Extra credit to bring grades up
<i>What they want from & give to you</i>			Teaching: the more they can self- teach, the happier they are Rewards: freedom Balance: Give me something NOW Feedback: If you must Traits: not intimidated, cynical	Teaching: continuous Rewards: fun Balance: class work isn't everything Feedback: Immediate (NOW) Traits: respectful, optimistic
<i>Core approach to education</i>			Be prepared to bail Vote with your feet Build portable career	Build parallel careers Give me flexibility Bring your friends
<i>World View of Teachers: general outlook</i>			Skeptical	Hopeful
<i>Teachers' authority</i>			Unimpressed	Polite
<i>Lead them with</i>			Competence	Team work
<i>Build trust by</i>			Time	Being inclusive & flexible
<i>Avoid</i>			Hype	Unfairness

How to Use a Typology, or, Making the Cox-Otto presentation Useful for LAVC

A Typology is a meant to typify some phenomenon so that we can better understand it. Max Weber, a noted sociologist, developed “ideal types” in which one defines a concept by describing the collectivity of characteristics that exist for some phenomenon—basically describing a model of something that doesn’t exist in reality as described but which has a list of characteristics from which one can ‘measure’ reality to (a) see how reality expresses this particular concept and (b) do some comparative analysis amongst sub-categories of this concept. (Weber’s classic “ideal type” comparative study was looking at the relationship between two ideal types: the Protestant Ethic and the Spirit of Capitalism—the title of one of his books if you’d like to do further reading.)

The information that Pam Cox-Otto gave us with the generational patterns is a typology and ideal type: her model lists the types of characteristics affiliated with each of the four generational cohorts. It does not preclude the influence or presence of other characteristics, i.e., the influence of gendered, ethnic, social class, or other cultural patterns. Social reality is enacted by a confluence of all of these patterns along with a healthy dose of “free will” or irrationality (depending on your point of view..).. In other words, ‘real life’ is made up of a diversity of influences upon us and our diverse reactions to those influences. However, various social patterns do exist and exert their influences in different ways, times, and places.

This typology does not suggest that everyone in any particular generation will match up perfectly with the characteristics affiliated with that cohort.

However, it can be useful (and fun) to apply the model to LAVC and (a) assess how the model rings true for us and (b) evaluate how such dynamics might affect our campus activities.

This workshop is an opportunity for us to do just this.

This first side of the recap sheet includes all the characteristics that set the generations apart from one another; the second side includes specific information about how they relate to organizations and education.

Questions to discuss:

Part I.

- Look at the typology recap (handout) and get familiar with the different cohorts and their ‘profile’. Focus primarily on the first side of the recap sheet that lists the primary distinctions of the cohort.
- Which of these characteristics ring true for you? Do you know people who exemplify one or more of these characteristics? (For example, think of someone you know, identify which generation they are in and assess how many of these characteristics are accurate for them. Alternatively, consider one of the generational cohorts and its characteristics: can you think of someone you know in that generation who fits into that category?)
- How easy was it to identify people who fit into the model? If your group did identify people fitting into the model, what similarities exist across those different examples? (For example, were all the millennials/Gen Y examples technology related? Were all the Boomer examples related to money?)

Part II.

- Familiarize yourself with each cohort and the second side of the sheet of characteristics: those that are related to organizational life and education.
- How might behavior based on these dynamics be affecting campus activities? Do any of these bring to mind a classroom or campus incident? Could that incident be explained by this model?
- How might classroom or campus activities be designed to deal with these dynamics so that student success rates are enhanced?

EXERCISE

Part I.

- **Look at the typology recap** (handout) and get familiar with the different cohorts and their 'profile'. **Focus primarily on the first side of the recap sheet** that lists the primary distinctions of the cohort.
 - **Which of these characteristics ring true for you?**
 - Do you know people who exemplify one or more of these characteristics?
 - For example, think of someone you know, identify which generation they are in and assess how many of these characteristics are accurate for them.
 - Alternatively, consider one of the generational cohorts and its characteristics: can you think of someone you know in that generation who fits into that category?
- **How easy was it to identify people who fit into the model?**
 - If your group did identify people fitting into the model, what similarities exist across those different examples?
 - For example, were all the millennials/Gen Y examples technology related? Were all the Boomer examples related to money?

Part II.

- **Familiarize yourself with each cohort and the second side of the sheet** of characteristics: those that are related to organizational life and education.
- **How might behavior based on these dynamics be affecting campus activities?**
 - Do any of these dynamics bring to mind a classroom or campus incident?
 - Could that incident be effectively explained by this model?
- **Design one classroom or campus activity** to effectively deal with these dynamics so that student success rates are enhanced.