Millennials in the Classroom

Lisa Feldman
Executive Director
MBA Career Management Group
Haas School of Business
Objectives

- Understand generational differences and Millennials’ motivations
- Generate ideas for pedagogical innovations
  - What can students be doing in each class session?
- Make your life easier
Agenda

- Review of generational differences
- The Millennial worldview
- Brainstorm: How would this influence our ownership of the student classroom experience?
Generational quiz

• What are your assumptions of what is normal and what is new?
Generations

- “Matures”  
  b. 1925-1945  39M
- Baby boomers  
  b. 1946-1964  78M
- Generation X  
  b. 1965-1979  62M
- Millennials  
  b. 1980-2000  92M
- ?  
  b. after 2000
“Matures”

- Work hard, do a good job
- Dedication, sacrifice
- Respectful of authority
- Loyal to the big company
- Motivation = security
Baby Boomers

- Defined by work
  - Long hours – together (face time)
- Desires visible success (office, trophies, plaques)
- Optimistic
- Motivation = Personal fulfillment
Generation X

• Question authority
  – Pillars of society fell
  – No shared heroes

• Self-reliant
  – Saw the end of lifelong employment
  – Sometimes cynical or pessimistic

• Entrepreneurial

• Motivation = Let’s get it done
Millennials

- Dependent on others for structure
  - Respectful of authority
- Desire constant (positive) feedback
- Technological connectedness is an assumption
  - Global
  - Group/team oriented
- Time is valuable
  - Get it right the first time, then move on
  - Time is the best reward
- Idealistic and values-based
- Motivation: How to *personally* make the biggest impact
How other generations respond

- Matures: Millennials don’t want to put in their time
- Boomers: Millennials leave work too early
- Gen Xers: Millennials are too dependent
- Millennials: Millennials are unreliable

What is “normal”? 
Agenda

• Review of generational differences
• The Millennial worldview
• Brainstorm: How would this influence our teaching?
Parental influence

• Best friends, not authority
  – Saying “no” is not “normal”
  – GMAC’s 75% number

• Provide external structure and goals
  – Helicopter parents
  – (Over)programming, (over)achieving
  – Lack of resilience

• Constant praise and feedback – they are always successful
How Millennials get information (1)
How Millennials get information (2)

- Sharing information
- Gathering information

Social media
University of California, Berkeley
Coworkers at University of California, Berkeley. Learn More

Update Status   Add Photo / Video   Ask Question

What's on your mind?

Tenny Frost
'Hey Tanneroo!' Hadn't heard that one is a long time. Thanks Mack! You brought a smile to my face!
Like · Comment · 12 hours ago

Tenny Frost is now friends with Gabe Burke and 7 other people.

Kellie A. McElhaney is now friends with Michael David Tidwell and 4 other people.

Tenny Frost
My new thing — I want a tandem bike!!!
Like · Comment · October 13 at 8:15pm

10 people like this.

View all 6 comments

Cindy Frei there are some kids who ride them around the Grove and they look like they are having a blast!
October 14 at 7:14am · Like

Adam Davis Mmmm... Electric tandem bike: http://www.bikerumor.com/2009/11/06/pedego-electric-tandem-bicycle-two-stokers-for-the-price-of-one/
October 14 at 1:06pm · Like

Write a comment...
Agenda

• Review of generational differences
• The Millennial worldview
• **Brainstorm: How would this influence our teaching?**
What does work for Millennials?

1. To feel like part of a community or mission (Focus on impact)
2. Clarity of expectations and instructions (Focus on quality)
   - Checklists
   - Quick success, frequent feedback
   - Doing it once and getting it right – getting an “A.” (Failure is not OK)
3. Time: Flexibility for themselves; instantaneous responses from others (Focus on efficiency)
4. Authority figures
5. Relevant, effective use of technology
6. To feel individually special
My experience

• Feedback on CMS sessions
  – Provide PowerPoint in advance
  – Need more “experiential” learning

• Coming back for more

• Expectations of accommodation
  – Interview days
  – Response to complaints

• Appreciation of group activities
  – Advising
How Millennials (can) work

Clearly defined activity

Clearly defined activity

Clearly defined activity

Mission!

Feedback

Feedback

Feedback

Feedback

Feedback

Feedback
Questions that arise

• How can you engage students with your content with
  – Classroom activities?
  – Assignments?

• What one or two things can you do to ensure your content comes through?
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