

Techniques for Working with Millennials

Lisa Feldman

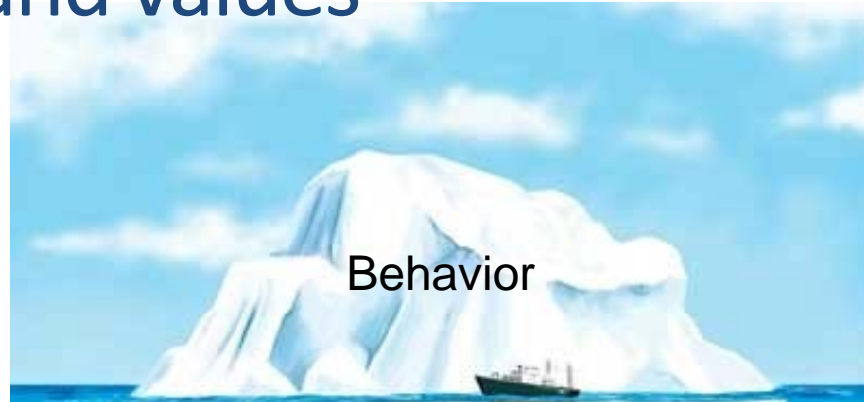
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CENTER FOR TEACHING EXCELLENCE

Haas School of Business | University of California, Berkeley

Behaviors and values



Generations

• Greatest Generation	b. 1901-1924	
• Silent Generation	b. 1925-1945	39M
• Baby Boomers	b. 1946-1964	78M
• Generation X	b. 1965-1979	62M
• Millennials/Gen Y	b. 1980-2000	92M
• “Gen Z”	b. after 2000	

Each generation expects the others to share its values
... and is disappointed.

Differences

- Relationship to technology
- Loyalty to employer
- Relationship to parents/authority
- Attitudes toward ambiguity or change
- Motivations

Silent Generation

b. 1925-1945

- Life context: New Deal, WWII
- Respectful of authority
- Dedication, sacrifice
- Work hard, do a good job
- Loyal to the big company
- Motivation = Security and stability

Baby Boomers

b. 1946-1964

- Life context:
 - Growth (and rewards) of the middle class, consumerism
 - Civil rights movements
- Optimistic and idealistic
- Unafraid of change (Huge users of Facebook)
- Defined by work
 - Long hours – together (face time)
- Desire visible success (office, trophies, plaques)
- Motivation = Personal fulfillment

Generation X

b. 1965-1979

- Life context: Pillars of society fell
- Self-reliant: going it alone
 - Entrepreneurial
 - Sometimes cynical or pessimistic
 - Question authority
- Shared value is sometimes \$
- Motivation = Let's get it done

Millennials

b. 1980-2000

- Life context: Highly influenced by parents
 - Expectation of clear structure
 - Respect (credible) authority
 - Frequent (positive) feedback
- Life context 2: Digital natives
- Interpersonal style:
 - Collaborative
 - Highly connected – relationships mediated by technology

Millennials, cont'd

- Time is valuable
 - Wants to get things right the first time
 - Finish work and live life
- Motivation = Personal: “Does it fit with my goals?”
 - Values-based and idealistic: connected to a mission

Responses to Millennials

- **Silent Generation:**

- “Don’t call me by my first name”
- Change is not good
- Share: Respect for authority

- **Baby Boomers:**

- “I’m not done. Why have they left?”
- Share:
 - Optimism
 - Idealism
 - Goal of personal fulfillment

Responses to Millennials

- **Generation X:**

- “Why are you asking so many questions? Just figure it out yourself.”
- Share:
 - Relationship with parents
 - Relationship to time: Go home

- **Millennials:**

- “My friends flake on me.”
- “We are extremely committed and incredibly lazy”

Good teacher/bad teacher



What students want


They know they are here to learn,
and **they want to learn.**

... What does this mean?

What students want:

To know you care

- Remain generous with your own passions
 - Share your other areas of study, research, interests, experience, stories
 - SME = use your **credibility** over authority
- Be curious about how it is received
 - Know you teach students – not subjects
 - Take time to listen and hear and connect
 - Integrate their diversity within exercises
 - Don't be demeaning



“I have to get through all my slides”

What students want:

Clarity of expectations and instructions

- Learning outcomes

“Course goals, structure were very unclear through the semester leading to limited understanding and frustration.”

“If we don’t understand the material by the end of class time, we think, ‘bad teacher.’”

What students want:

Connect homework and in-class activities

- Doing homework loses credibility if not discussed in class

“I’m not even buying textbooks any more.”

- Use “force points” to communicate importance to students

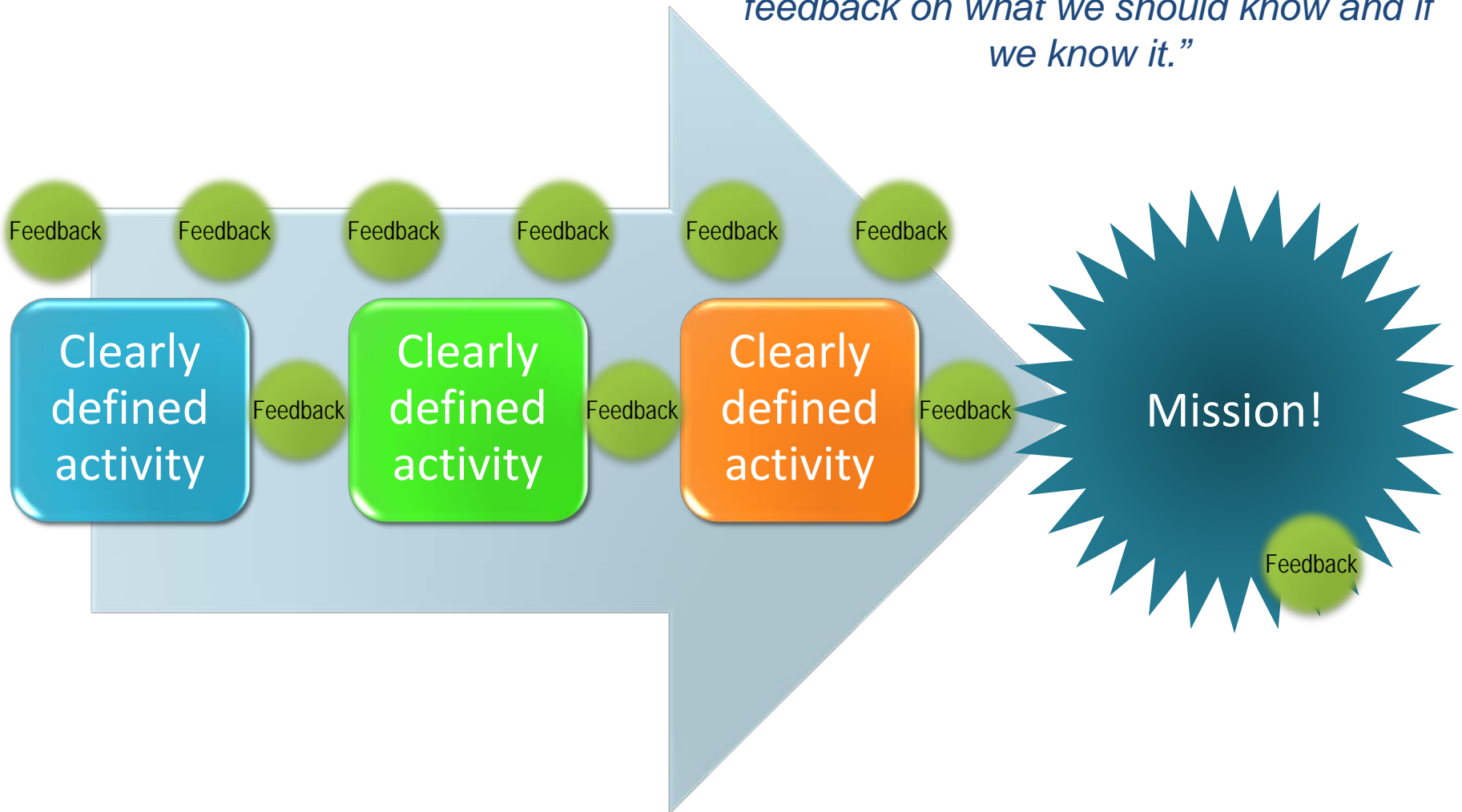
“We are extremely committed and incredibly lazy.”

“Force us to do the problems weekly.”

What students want:

Frequent and relevant feedback

“Pop quizzes provide us with immediate feedback on what we should know and if we know it.”



What students want:

Managing the room

- Expectation of instructor's public speaking skills
- Who talks, when to cut off discussion
- Promote balanced discussion: decide before the class whom you will call on

“Forces you to raise your hand only when you have something good to say”

- Hold them accountable (cell phone use, not paying attention, showing up late)

Cited as best practice:

“Do you want to comment on this, <student>?”

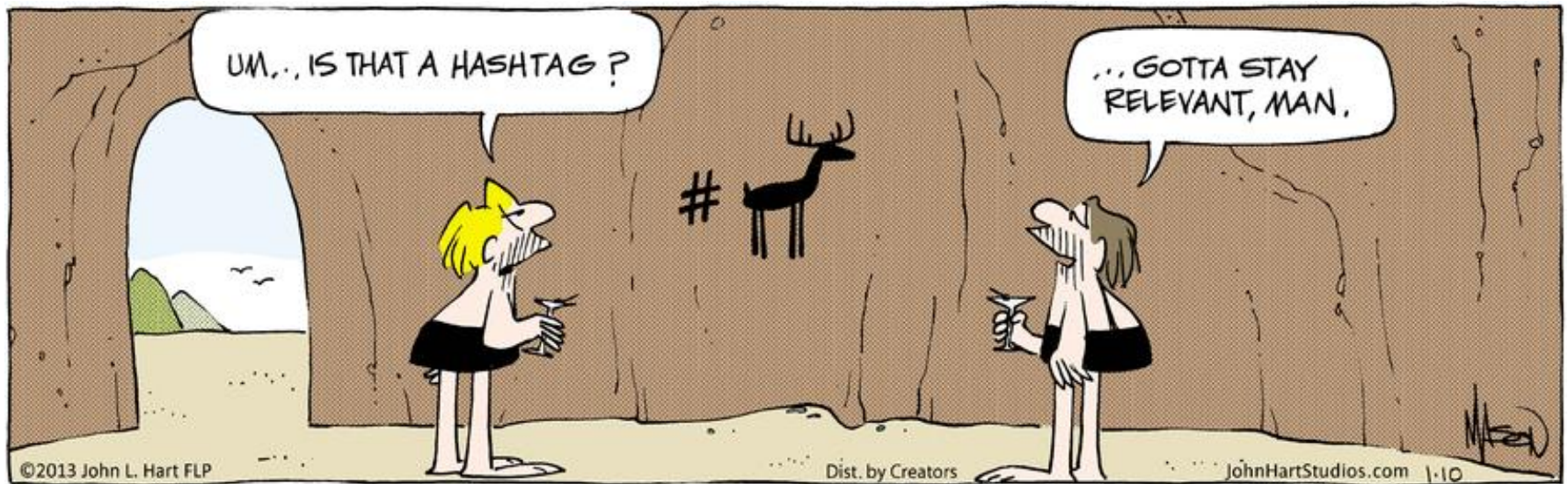
What students want:

Show that you think

- Explain how you thought through a concept
- When asked a question
 - “What does antitrust consist of?”
 - “Is the data on x country available?”
 - “We can talk after class.” *“I love that!”*



Effective and efficient use of technology





"I expect you all to be independent, innovative, critical thinkers who will do exactly as I say!"

What we strive for in the classroom

- Focus on quality and impact of work
- Appreciation of personal work styles
- Highly responsive
- Inclusive of diversity
- Reminder of importance of having higher purpose

Q&A

