Generational Differences Quiz

Self Quiz

Circle the description that best describes your perception of work in each row. Then, add up your score for all columns.

	4	**3**	**2**	**1**
Attitude toward work assignments	If they say "jump", I say "how high".	If they say "jump", I think about doing it a better way, then I jump.	If they say "jump", I want to know what's in it for me.	If they say "jump", I say "Why?"
Role of working women	Women should stay home and raise the children.	Women have come a long way. Some women are even capable of holding high level positions within an organization.	Women should have the same opportunities as men in the workplace.	Is there a difference between men and women?
Perception of work life	I'll work at the same company from cradle to grave.	I'll work at a company well into my 60's, and then maybe do something else.	I'll work at a job until something better comes along – more money is always better but opportunity for quick advancement is best. I don't want to jump through endless hoops to get promoted.	Work? I thought we were supposed to have fun and experience all we could. If it feels like work, I don't want any part of it!
Attitudes toward working hours	Working long hours every day shows your commitment to the organization. Your family will always be there, but the company may fail if I don't work hard.	It's hard to balance work and family, but work should come before family if a choice needs to be made.	I'll work from 8-5, unless something very important comes up. Flexibility on the job is really important to me.	Standard working hours? If there's nothing interesting to do at work I should be able to go home. Getting in early is also a problem.

Totals   _____   _____   _____   _____

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- Near 20: Mature Generation

- 15-19: Baby Boomer

- 10-14: as Generation X

- 5-9: like the Millennial / Generation Y

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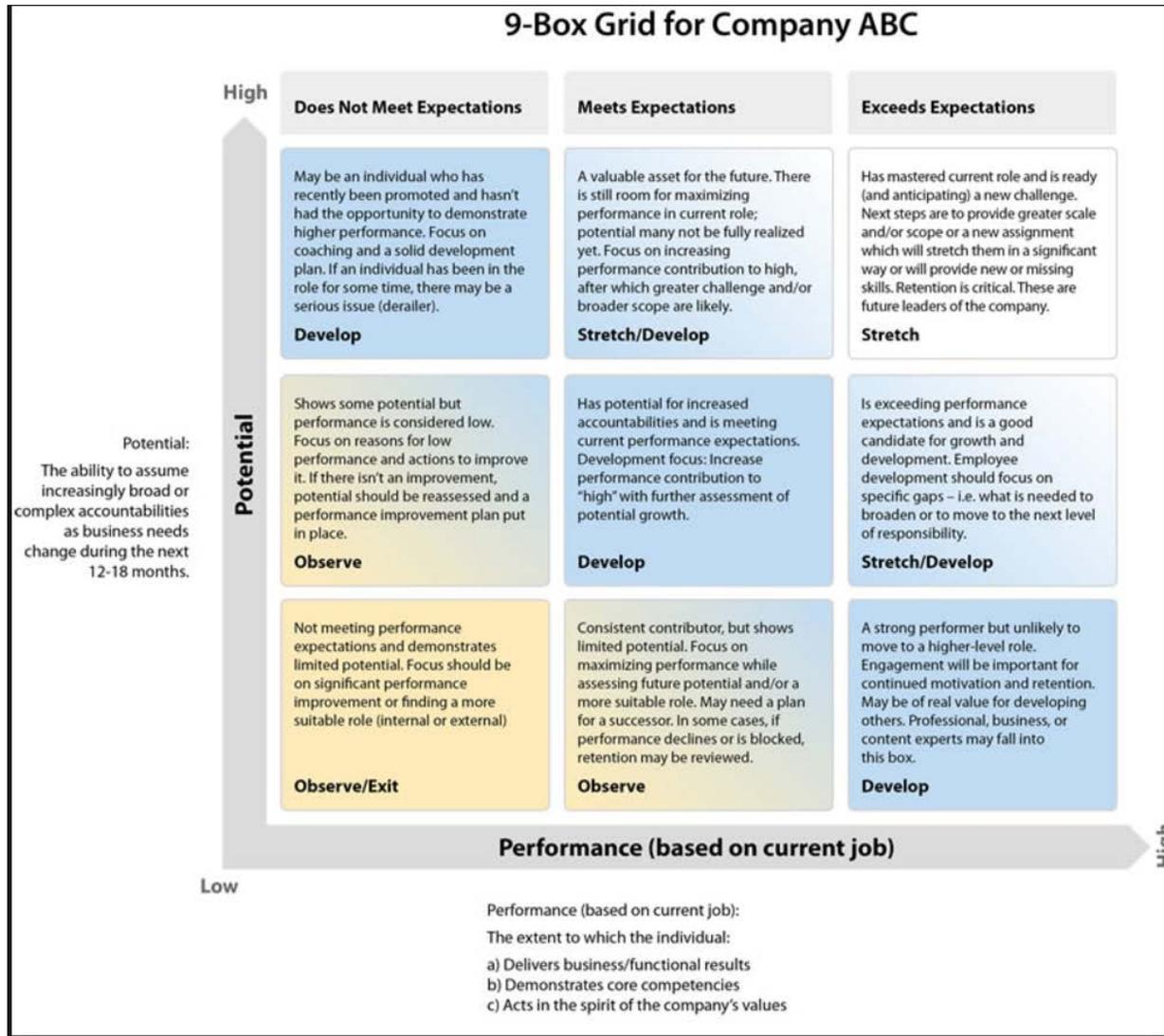Rehmann

General Differences In A Multigenerational Workforce

	Authority	Loyalty	Work-Life Balance	Skill Building	Workplace Relationships	Role of Technology
Traditionalist	Seniority and tenure	Very loyal	Don't generally seek work/life balance	Skills can generally be learned on the job	Largely independent and will not prioritize workplace relationships but enjoys mentoring	Technology may make them hesitant or self-conscious
Baby Boomer	Meritocracy and success	Loyal, but less than traditionalists	Will compete/work hard despite potentially negative work-life balance results	Skills are essential for promotion and success	Emphasizes teamwork and believes it is essential for project success	Will view technology as a tool for success but may still feel uneasy
Generation X	Skeptical of authority	Willing to take opportunities with other employers if it advances career goals	Will seek work-life balance even if it means sacrificing productivity	Skills are valuable insofar as they create employment "portability"	Loyal to individuals; not entities	Welcome technological advancements
Generation Y	Tests authority, but seeks mentors	Will to change jobs or even careers to focus on personal grown and development	Will demand that work-life balance be integrated into work culture	Skills allow employee to obtain most favorable job/career opportunities for their lives	Workplace relationships with colleagues and mentors are important	Rely on technology as a means of enhancing job performance

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Multiple Generations @ Work — Five Generations Working Side by Side in 2020

TRADITIONALISTS Born 1900-1945	BOOMERS Born 1946-1964	GEN X Born 1965-1976	MILLENNIAL Born 1977-1997	GEN 2020 After 1997
Great Depression	Vietnam, Moon Landing	Fall of Berlin Wall	9/11 Attacks	Age 15 and Younger
World War II	Civil/Women's Rights	Gulf War	Community Service	Optimistic
Disciplined	Experimental	Independent	Immediacy	High Expectations
Workplace Loyalty	Innovators	Free Agents	Confident, Diversity	Apps
Move to the 'Burbs	Hard Working	Internet, MTV, AIDS	Social Everything	Social Games
Vaccines	Personal Computer	Mobile Phone	Google, Facebook	Tablet Devices

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9-Box Grid for Company ABC

Potential:

The ability to assume increasingly broad or complex accountabilities as business needs change during the next 12-18 months.

Potential (High ↑)	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
	May be an individual who has recently been promoted and hasn't had the opportunity to demonstrate higher performance. Focus on coaching and a solid development plan. If an individual has been in the role for some time, there may be a serious issue (derailer). **Develop**	A valuable asset for the future. There is still room for maximizing performance in current role; potential many not be fully realized yet. Focus on increasing performance contribution to high, after which greater challenge and/or broader scope are likely. **Stretch/Develop**	Has mastered current role and is ready (and anticipating) a new challenge. Next steps are to provide greater scale and/or scope or a new assignment which will stretch them in a significant way or will provide new or missing skills. Retention is critical. These are future leaders of the company. **Stretch**
	Shows some potential but performance is considered low. Focus on reasons for low performance and actions to improve it. If there isn't an improvement, potential should be reassessed and a performance improvement plan put in place. **Observe**	Has potential for increased accountabilities and is meeting current performance expectations. Development focus: Increase performance contribution to "high" with further assessment of potential growth. **Develop**	Is exceeding performance expectations and is a good candidate for growth and development. Employee development should focus on specific gaps – i.e. what is needed to broaden or to move to the next level of responsibility. **Stretch/Develop**
	Not meeting performance expectations and demonstrates limited potential. Focus should be on significant performance improvement or finding a more suitable role (internal or external) **Observe/Exit**	Consistent contributor, but shows limited potential. Focus on maximizing performance while assessing future potential and/or a more suitable role. May need a plan for a successor. In some cases, if performance declines or is blocked, retention may be reviewed. **Observe**	A strong performer but unlikely to move to a higher-level role. Engagement will be important for continued motivation and retention. May be of real value for developing others. Professional, business, or content experts may fall into this box. **Develop**

Performance (based on current job) → High

Low

Performance (based on current job):

The extent to which the individual:

a) Delivers business/functional results
b) Demonstrates core competencies
c) Acts in the spirit of the company's values

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Succession Plan Summary

Organization: _____

Key Position Title	Incumbent Name	Position Vulnerability			Succession Candidate Names		
		Open in < 1 Year	Open in 1-3 Years	Open in 3+ Years	Ready in <1 Year	Ready in 1-3 Years	Ready in 3+ Years

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Multigenerational Strategies in the School Workplace

10 Strategies for Supporting Highly Effective Gen Y Teachers	
Strategy	**Emphasis for Gen Y Teachers**
Strategy 1: Establish a shared vision and set goals.	Involve Gen Y teachers in developing a vision and setting goals.
Strategy 2: Encourage shared leadership.	Empower Gen Y teachers to assume leadership responsibilities from Day one.
Strategy 3: Create a positive and supportive school culture.	Celebrate generational differences and the unique contributions of Gen Y teachers.
Strategy 4: Select and assign teachers effectively.	Realize that the career ambitions and loyalties of Gen Y teachers differ from those of previous generations.
Strategy 5: Improve teachers' skills, knowledge, and capabilities.	Provide professional development opportunities that involve collaboration and technology.
Strategy 6: Adopt effective tools for teacher evaluation.	Offer in-depth feedback to Gen Y teachers and praise where appropriate.
Strategy 7: Use time effectively.	Set aside time for regular collaboration among all teachers and among Gen Y teachers specifically.
Strategy 8: Use data effectively.	Use technology to help Gen Y teachers use data to improve instruction.
Strategy 9: Ensure that school facilities are adequate and functional.	Ensure that adequate facilities for the latest information technology are available.
Strategy 10: Provide effective instructional leadership.	Provide honest, open, and personalized guidance and mentoring to help advance Gen Y's instructional practice.

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Factors Contributing to New-Teacher Attrition	
Organizational Factors	**Personal Factors**
Lack of support from administrators	Changes in family or life situation
Difficult teaching assignments and heavy teaching loads	Mismatch of work and personal or professional expectations
Lack of autonomy or control over one's work	Feelings of being unprepared or underprepared
Poor working conditions	New and more lucrative professional opportunities outside of teaching
Isolation from colleagues	Feelings of being ineffective in influencing student decisions
Lack of support from students' parents	Inability to cope with classroom management issues
Performance evaluation based on criteria set for more experienced educators	Inability to solve teaching or learning problems
Inadequate opportunities for advancement	Inability to balance work and personal life

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