

GENERATION



What They Need to Know

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Generation X (1965-1979)

- value diversity/global thinking
- are self-reliant/self-sufficient
- aloof/skeptical/risk-takers
- equate structure with bureaucracy
- do not like micro-management
- view work as a part of life, not the raison d'être of life.

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Generation Y

- 1 in 3 is not Caucasian
- 1 in 4 lives in a single-parent household
- 3 in 4 have working mothers
- 1 in 9 has his own credit card in high school
- Involved in family finance
- Maturing sooner; growing up later

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Generation Y

- Spiritual
- Civic-minded
- Value diversity
- Believe in traditional values
- Violent crime among teenagers has dropped 60-70%.
- Pregnancy rate has dropped 28% since peaking in 1990.
- Teenage drinking and illicit drug use are down.
- It's cool to be smart!

Generation Y

- School Violence
- TV Talk Shows
- World Trade/Pentagon Terrorist Attack
- Internet
- O.J. Simpson Trial
- Clinton-Lewinsky
- Iraq

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Employers say that Gen Y'ers

- Believe that life is a series of headlines and highlights.
- Expect to be instant heroes/to rise to the top quickly with minimal effort.
 - As “structured” kids, Gen Y'ers come to the workforce with their list of goals on the first day.
- Think very highly of themselves.
 - In short, this generation's kids have been culturally conditioned to believe that they are “perfect” and will take a lot of adjustment.
- Require immediate and constant feedback.
 - Video games/technology give an instant score.

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Employers love

- energy
- drive
- skills

Employers are taken aback by

- short attention spans/inability to think long range
- reluctance to perform tasks that they feel are beneath them/physical labor/dirty jobs
- Refusal to pay their dues
- lack of knowledge of acceptable workplace behavior/attire

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Introductions

Basic Guidelines:

1. Men are always introduced to women.
"Mary, I would like for you to meet Tom Smith. Tom, this is Mary Jones."
2. Younger people are always introduced to older people.
"Aunt Sue, please meet my friend, Jessica Matthews. Jessica, this is my favorite aunt, Mrs. Ely."
3. Introduce people to dignitaries such as high-ranking elected officials or religious officials (a senator, a mayor, a judge, or a clergyperson).
"Senator Rayburn, this is my friend, Josh Thomas. Josh, this is Senator Rayburn, who represents District 3."
4. Guests, unless they are dignitaries or elderly, are always introduced to a hostess or host.
"Mr. and Mrs. Southerly, please meet my date for the evening, Marcia Thompson."
5. Everyone is introduced to a guest of honor at a social event.
6. When introducing yourself, always use your first and last names.
"Hello, I am Amy Cox."
7. If you are asked to introduce the speaker at a banquet or dinner meeting, explain his credentials and/or tell something interesting about him (why he was selected as the speaker, how you know him, etc.).

**Quick Trick ~ Call the "most important" person's name first:
dignitary, elderly, female.**

The Fish Bowl



Workplace Standards: **The student will~**
work on teams
negotiate effectively
work well with people from diverse backgrounds
understand social systems
listen to, hear, and reflect on what has been said
think creatively
make decisions
solve problems
make reasonable compromises
demonstrate sociability, self-management, and integrity

Activity: Encourage students to describe in writing the problems that they encounter at work and put them into a fish bowl or other designated container. Draw problems from the fish bowl and discuss them with the class.

For Students

Connection: Inability to get along with others is the number one reason that people lose their jobs. Many problems with co-workers and supervisors can be solved if you think before you act. “Step back” from the situation and try to think calmly about possible solutions. Focus on the interests and goals that you and your co-worker or supervisor have in common. Do **not** focus on personalities or positions. It is also helpful to get input from other who have had similar experiences.

- Rules:**
- 1) Do not use the names of co-workers, supervisors, or workplaces. Instead of saying, “I work at McDonald’s and Jose came in late,” say “I work in a fast-food restaurant and one of my co-workers came in late.”
 - 2) The teacher will screen all problems.
 - 3) Give helpful suggestions. Remember this is someone’s problem.

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The Workplace Writing Journal

The Workplace Writing Journal is a collection of 101 journal writing prompts that encourage students to think, write, and discuss workplace issues. It is an attempt to provide students a vehicle to systematically examine the problems they encounter as young workers in the complex and sometimes confusing world of work.

The selections address the skills identified in the Secretary's Commission on Achieving Necessary Skills (SCANS) Report published by the U.S. Department of Labor. Many of the prompts are workplace scenarios that afford students the opportunity to make ethical decisions, thereby examining their values and integrity.

Although this text is primarily for students with some work experience, most of the writing prompts can be adapted to a school setting to accommodate students who have little or no work experience.

The cost is \$12.00 per book plus a shipping and handling charge of 2% (\$3.00 minimum). You may fax or mail a purchase order or check. (**Please make check payable to Theresa Spangler.**)

Shipping Information

Name

Shipping Address

City

State _____ Zip _____

Your Behavior Style

Check Those Characteristics Which Most Describe You

STYLE 1 _____

- ___ decisive
- ___ independent
- ___ tends to be dominant
- ___ strong willed
- ___ wants immediate results
- ___ causes action
- ___ likes power and authority
- ___ likes challenge
- ___ freedom from control and supervision
- ___ wants direct answers

STYLE 2 _____

- ___ tends to be exciting and stimulating
- ___ generates enthusiasm
- ___ often dramatic
- ___ open and friendly towards others
- ___ like working with people
- ___ desires to help others
- ___ likes participating in groups
- ___ wants freedom of expression
- ___ freedom from detail
- ___ likes change

STYLE 3 _____

- ___ patient
- ___ good listener
- ___ shows loyalty
- ___ concentrates on task accuracy
- ___ likes security and stability
- ___ likes status quo unless given reason for change
- ___ minimal work infringement on home life
- ___ credit for work accomplished
- ___ likes traditional procedures
- ___ important to perform good work

STYLE 4 _____

- ___ orderly
- ___ performs exacting work
- ___ likes controlled circumstances
- ___ likes assurance of security
- ___ utilizes critical thinking
- ___ follows directive and standards prescribed
- ___ likes status quo, unless assured of quality control
- ___ prefers no sudden or abrupt changes
- ___ checks for accuracy
- ___ tends to be serious and persistent

If You Are An Expressive...

ANALYTICAL*

Relate to your: Imaginative, stimulating though provoking nature.

Question your: Ability to perform as stated, follow through, loud, flashy, emotional side.

To work better with them:

1. Talk facts, not opinions, and break down component parts, preferably in writing.
2. Back up your facts with proof.
3. Be quietly patient while they discover for themselves what you already know.

* Working with this style will require you to exercise your versatility.

DRIVER

Relate to your: Outgoing, imaginative, competitive and personable aspects.

Question your: Rah-rah, demonstrative, impulsive, emotional side.

To work better with them:

1. Back up your enthusiasm with actual results: demonstrate that your ideas work.
2. Be on time and keep within agreed upon limits, provide from authoritative source materials etc.—promptly.
3. Provide choices of action where possible and let the Driver select course of action.

AMiable

Relate to your: Warmth, enthusiasm and your stimulating and personable nature.

Question your: Outgoing, loud, dramatic, impulsive side.

To work better with them:

1. Slow down the pace and volume.
2. Work on one item at a time, in detail; avoid the confusion of too many tasks and/or ideas at one time.
3. Encourage suggestions, participation on team activities, supportive roles.

EXPRESSIVE

They see you as: Outgoing, enthusiastic, warm, opinionated, talkative, intuitive, emotional, stimulating, imaginative, impulsive, excitable, loud, flashy, dramatic, personable, competitive, caring.

To work better with fellow EXPRESSIVES:

Provide the discipline in this relationship or all the fun and creativity may accomplish nothing. Keep on track with the basics, allowing carefully limited experimentation as a reward for results.

If You Are An Analytical...

ANALYTICAL

They see you as: Thinking oriented, wanting more facts, conservative, quiet, critical, logical, cool towards others, thorough, cooperative, distant, reserved, stern, austere, dependable, accurate.

To work better with fellow ANALYTICALS:
Recognize the need for setting timetables and for reaching decisions. Reinforcing each other's desire for more information may form a self-perpetuating loop that does not bring results.

DRIVER

Relate to your: Logic, data base, accuracy, dependability.

Question your: Overabundance of fact, lack of decisiveness, and risk taking.

To work better with them:

1. Summarize facts with various outcomes; let them decide.
2. Depend on self-discipline rather than excessive reports, precise instructions.
3. Recognize results with monetary rewards.

AMiable

Relate to your: Cooperative, conservative nature, accuracy, patience.

Question your: Lack of warmth and close relationships, dependence on figures.

To work better with them:

1. Show your interest in them as people rather than as numbers.
2. Use their skills as mediators to build relationships inside the organization.
3. Help them ask for bigger numbers and upgrade their prospects.

*EXPRESSIVE**

Relate to your: Cooperativeness, dependability.

Question your: Dependence on facts, critical, stuffy nature, impersonal approach, lack of fun.

To work better with them:

1. Spend "informal" time with them - coffee, lunch.
 2. Recognize their need for package sales, incentives, contests.
 3. Ask for their opinions, input on a non-critical, accepting basis.
- * Working with this style will require you to exercise your versatility.

Creating a Job Aid

Workplace Standards:

- interpret and communicate information
- design and improve systems
- think creatively

Connection: A job aid is a written checklist for a worker to follow in completing a task. It is usually posted in the area where the job is performed.

Assignment: Create a job aid for a task that you perform at your job, a chore that you do at home, or a procedure used at school such as logging onto a computer.

Form: Job Aid.

1. Create step-by-step instructions.
2. Number the steps.
3. Begin each step with an action verb.
4. Make the instructions as simple and brief as possible.
5. Use an easy-to-read font and point size.
7. Use **bold** print to emphasize special instructions and safety warnings.
8. Leave space between the numbered items.
9. Have someone test your instructions and revise if necessary.

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