Embracing Generational Diversity

Chris De Santis
www.cpdesantis.com
chris@cpdesantis.com
Generations Agenda

- Caveats
- Why We Should Care
- The Generational Context
- Boomers, Gen X, and Millennials
- The Path Forward
Generational Caveats

• chronological birth not as important as shared beliefs, experiences and the perception of where one belongs

• Only one aspect of difference but one we make judgments about and have collective views on reinforced through selective observation

• Most data on generations derived and appropriate to non-traditional societies

• Generational differences not the same as the stages of life

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Hurtles and the Emerging Adult

- Completing School
- Leaving home
- Becoming financially independent
- Marrying
- Having a child

1960:
- 77% of women
- 65% of men

2010:
- 13% of women
- 10% of men

Scott Hess
Tru insights consulting

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Why We Care

- The paradox: inspiring our young and admonishing theirs
- When one illuminates the differences we ultimately see how much we really have in common
- Appreciating the generational perspective will lead to greater inclusivity and less unintentional bias
### Generational Groupings

<table>
<thead>
<tr>
<th>Group</th>
<th>Birth Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boomers</td>
<td>1944-1964</td>
</tr>
<tr>
<td>Gen X</td>
<td>1965-1981</td>
</tr>
<tr>
<td>Millennials</td>
<td>1982-2002</td>
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</tbody>
</table>

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Trends: Tattoos

Tattoos by Generation
% who have a tattoo

Source: Pew Research Center
Trends: Sleeping with Cell Phones

Sleeping with Cell phones nearby
% who have placed their cell phone on or next to their bed while sleeping

Source: Pew Research Center
The Context

As a child of 6 to 8, when you began to notice the world around you, you started to develop a lens through which you interpreted events, situations and the motives of others. This was reinforced by what you heard in the house and possibly more importantly, by your peers. Each generational “cohort” group in large part, shares a common lens.
Generational Groupings

Boomers

1944-1964
Boomers: 1944-1964

Events
- Post war boom
- GI Bill
- Wealth Effect
- the Cold War
- Women’s Rights
- Civil Rights
- Crowded Classrooms

What’s Important
- Teaming and picking a side
- Optimism
- Competition
- Conspicuous display
- Working and work ethic
- Upward movement and mobility
- Faith in the covenant
Generational Groupings

Gen X
1965-1981

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Generation X: 1965-1981

Events

Vietnam
Nixon
Stagflation
Downsizing
Working Parents
Latch key kids

What’s Important

Skepticism
Free ranging
Self reliance
Informality
Personal security
Work/Life accommodation
Technology
The erosion of trust

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Generational Groupings

Millennials

1982-2002
Millennials: 1982-2002

Events
- The Berlin Wall
- The Dot Com
- Globalization
- The Internet
- Digital Diffusion
- Tethering

What’s Important
- Being Digital Natives
- Optimism
- Diversity
- Social Responsibility
- Collaboration and Cohesion
- Constant Contact
- Transparency
- The Environment
- Being scheduled
- The Discerning Consumer
### Ways to Connect

<table>
<thead>
<tr>
<th>Boomers</th>
<th>Gen X</th>
<th>Millennials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting face-to-face or phone</td>
<td>Initial meeting face-to-face</td>
<td>Texting and short emails</td>
</tr>
<tr>
<td>Interactions should be collegial, with a recognition of hierarchy</td>
<td>Providing autonomy in their work</td>
<td>Engaging them through opportunities to learn, inclusivity in meetings</td>
</tr>
<tr>
<td>Drawing from their existing experiences</td>
<td>Giving explicit directions, then leave them to get it done</td>
<td>Access to senior management</td>
</tr>
<tr>
<td>Providing periodic feedback on overall performance</td>
<td>Providing feedback close to when it occurred, with examples</td>
<td>Setting clear expectations</td>
</tr>
<tr>
<td>Opportunities for career longevity</td>
<td>Ensuring their skill set is current and marketable</td>
<td>Providing feedback often, bias toward positives</td>
</tr>
<tr>
<td></td>
<td>Opportunities for advancement</td>
<td>Ensuring new experiences to enhance their resume</td>
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<td>Recognizing them through awards and “feel good” programs</td>
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</tbody>
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The Path Forward

- Know who you are and what is important to you and those around you
- Start a conversation that recognizes there may be different perspectives
- Accommodate and embrace differences as a source of strength
- This is about maximizing productivity and building long term relationships, not wielding power
- Know we have more in common than we have differences between us

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Thanks for Listening
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Chris De Santis
www.cpdesantis.com
chris@cpdesantis.com
LEADERS AND LEADERSHIP ABA

A presentation by Chris De Santis with help from Warren Bennis, Robert Thomas, Daniel Goleman, Peter Drucker, and Richard Haas
Warren Bennis' definition of leadership is focused on the individual capability of the leader: "Leadership is a function of knowing yourself, having a vision that is well communicated, building trust among colleagues, and taking effective action to realize your own leadership potential."

Peter Drucker sums up leadership as: "The only definition of a leader is someone who has followers." To gain followers requires influence.
The Leadership Compass

- **North**  Leading those who lead you
- **South**  Leading those who report to you
- **East**   Leading your clients
- **West**  Leading your colleagues
Leadership Competencies

- Adaptive Capacity
- Engaging others by creating Shared Meaning
- Integrity
- Voice
Voice

- Purpose (P.A.M.)
- EQ
The capacity for recognizing your own feelings and those of others, for motivating yourself, and for managing emotions well in yourself and in your relationships.
EMOTIONAL INTELLIGENCE

• Is not the same as “being nice”
• Is not operating at the feeling level all the time
• Is largely learned (as opposed to IQ)
• Distinguishes star performers, especially at the highest levels of organizations
• Critical to successful change initiatives
Components of Emotional Intelligence

- **Self Awareness**: the ability to recognize your moods and the impact they have on others
- **Self Regulation**: the ability to control or redirect disruptive impulses or moods, to think before acting
- **Empathy**: to understand the emotional make up of others and to act accordingly
- **Social Skills**: proficiency in managing and building relationships as well build rapport and find common ground
- **Motivation**: a passion for work beyond status and money and pursuing it with energy and persistence
# Leading and Managing in Action

**TRANSFORMATIONAL**

- Establishing self as a role model
- Delineate future goals
- Communicate purpose, vision and values (Inspirational Vision)
- Explain reasons
- Examine new perspectives for problem solving (Intellectual Stimulation)
- Focus on developing and mentoring (Individual Consideration)

**TRANSACTIONAL**

- Appeal to subordinate’s self interest
- Clarify responsibilities and create rewards and consequences
- Active management by exception: Attend to mistakes and failures to meet standards
Joseph Nye on Leadership

- Emotional Intelligence
- Communication
- Vision
- Organizational Skill
- Machiavellian Political Skills
- Contextual Intelligence
Leading and Leadership Across Generations

- Traditionalists 1922-1943
  - Agentic traits - ambition, confidence, assertiveness, dominance, self-sufficiency

- Generation X 1965-1981
  - Realist vs Inspirational
  - Focus on skill building
  - Short time line
  - De-emphasize hierarchy
  - One on one

- Boomers 1944-1964
  - Agentic traits with heart

- Millennials 1982-2002
  - Be interested in them
  - Recognize and reward
  - Share information
  - Apply EQ
When there’s Trust

- Admit weaknesses and mistakes
- Ask for help
- Accept questions and input into their areas of responsibility
- Take risks in offering feedback and assistance
- Appreciate and tap into one another’s skills and experiences
- Focus time and energy on important issues, not politics
- Look forward to meeting with group and working together
Thanks for Listening

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