

The 21st Century Learner and Leader

Presented by

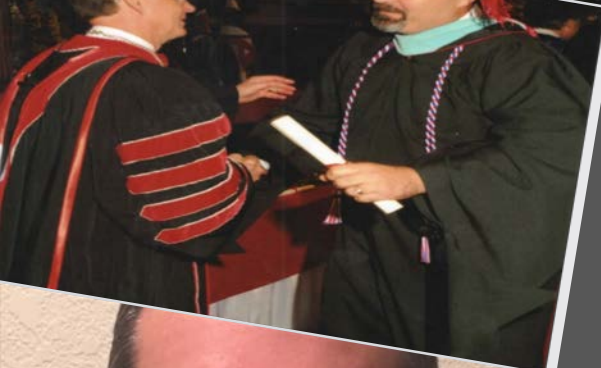
Tim Benningfield



Introduction

Who are you?

Why are you here?

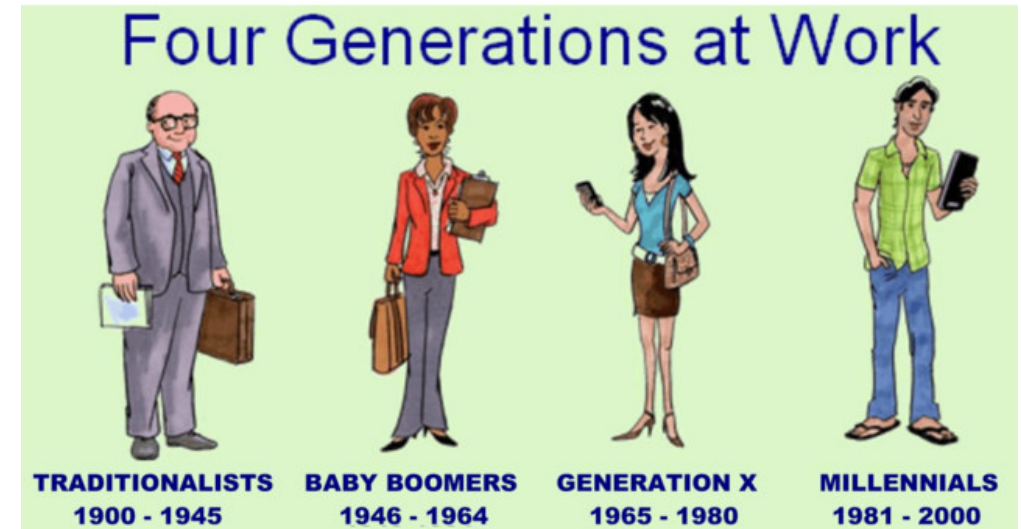



Introduction

- Who am I?
- Why I am here?
 - Education
 - Experience

Objectives

- Identify 4 generations in the workplace
- Identify differences
- Discuss educational preferences
- Discuss leadership styles to engage the masses





Traditionalists- Born prior to 1945

- Favor structured program
- “Command and Control” oriented learning program
- Classroom lectures are often preferred
- Ideal mentors in select roles and organizations



Baby
Boomers- Mid
40s to 60s

- Prefer personally-focused learning structure
- The classroom continues to be an effective setting
- Favor in-class participation
- Benefit from reflection and feedback to bring them more directly into the process.



Generation X- Mid 60s to Early 80s

- Fiercely independent
- Prioritize self-directed education
- Desire programs that enable them to learn on their own schedule



Millennials-
Early 80's to
Mid 90's

- Combines learning preferences of predecessors
- Favors highly personalized training
- Self-directed schedule
- Information on-demand



Differentiating

- **Effects of technology:** The use and understanding of technology is a main difference among the generations. The Traditionalist had very little exposure and need for computers
- Baby Boomers may struggle with technology.
- Generation X and Y grew up with technology and they use it more as a part of daily life.



Differentiating

- **Effects of media:** Media has boomed over the last 20 years. Television, computers, Internet, and smart phones have increased the amount and availability of entertainment programming. Many Generation X and Y's were raised with media as a large part of their diet.

Differentiating

- **Attitude towards authority:** As the generations progressed, their attitude towards authority is one that will challenge them. The older generation was taught to revere authority due to the military presence in the culture during wartime.
- **Attitude towards individuality:** The younger generations were brought up during a time where most parents worked outside the home leaving them in day cares. This environment taught the younger generation to be independent and self-sufficient.
- **Loyalty to their employers:** The older generation is more likely to stay with one employer their entire life, if that is possible. This tendency was brought on by living through difficult times.

Differentiating

- **Flexible hours:** The younger generation values flexibility in the workday to attend to personal things. They value their family life over their work life and seek to find employers that will provide working arrangements that will allow them to work and manage their family life.
- **Challenge the status quo:** The younger generation sees it as a benefit to challenge other thinking and is quick to present their point of view. The older generation is more submissive and sees challenging the status quo as disrespecting the authority.
- **Motivation:** The older generation values a stable work environment where conformity is valued. The younger generation is motivated by achievement and they will create an environment of competition, which may be threatening to the older generation.

Differentiating

- **Hard times:** The older generations experienced harder times and lived without for long periods. This taught them the value of having the basics like food and clothes. Baby Boomers know what it is to fight for civil rights and protest against the government.
- **Entertainment:** The older generation experienced entertainment as traditional events like the movies and non-technical activities. The younger generation grew up with video games, 4D rides at amusement parks and other activities that are designed to stir the senses.
- **Technology:** The younger generation experienced technology as a way of life. Generation X had technology grow into their lives and Generation Y never did without it. The older generation was slow to adapt and use technology as a social tool.

Overcoming Differences



Meeting the Needs

- Six Assumptions of Adult Learners
 - 1) self-concept
 - 2) experience
 - 3) readiness to learn depends on need
 - 4) problem centered focus
 - 5) internal motivation
 - 6) adults need to know why they need to know something



Malcolm S Knowles
Adult educator, famous for the development of ideas around andragogy

1913-1997

Self concept

- Self concept refers to an adult becoming more self-directed and independent as he/she matures. Adults typically want to choose what they want to learn, when they want to learn it, and how they want to learn. This assumption means that educators can provide more choices for learners, such as allowing them to design their own tests, and/or providing a collaborative learning environment that foster mutual respect.

Experience

- Adult learners have a wealth of life experiences that they bring with them into new learning experiences. Because of this, they are able to contribute richness to class discussions and are considered valuable resources for learning from and with each other. Some of the experiences, though, may cause misinformation or biases related to the new learning and must be clarified so as not to cause a barrier to the new learning.

Readiness to learn depends on need

- Whether or not an adult is ready to learn depends on what they need to know in order to deal with life situations. Life situations that compel adults to learn include such things as learning to care for a child who has been diagnosed with a disease, or learning to cook healthy meals to prevent health risks.

Problem centered focus

- Adults need to see the immediate application of learning. Therefore, they seek learning opportunities that will enable them to solve problems.

Internal motivation

- Adults will seek learning opportunities due to some external motivators, but the more potent motivators (self-esteem, better quality of life, self-actualization, etc.) are internal.

Adults need to know why

- Adults need to know what's in it for them – how this new knowledge will solve a problem or be immediately applied.



Meeting the Needs

In order to be successful bridging the gap across the generations, you must find common ground that enables you to close the gap and effectively reach your opposing generation.

Communication

1

To-the-Point: Make your communication brief and succinct. The older generation will appreciate the clarity and the younger generation will appreciate the brevity.

2

Adapt: Change the method of communication for your audience. If you are going to engage an older worker, make the effort to either call them or better yet, see them in person.

3

Professional: When in doubt, communicate professionally. Avoid jargon and text abbreviations in your communication. Use salutations and close your communication properly.

Commonalities

Identify groups of people sharing common interests. You can create such groups at work that give different generations a chance to work with each other with an activity.

Examples include:

- Work newsletter group
- Professional book club
- Recycling task force
- Community service group
- Improving work morale group
- Work safety group
- Speech club group

Knowledge Sharing

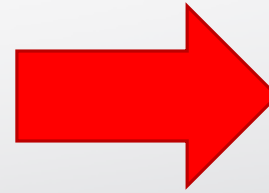
Here are some ways to share knowledge at work:

- Set up a blog where a topic is introduced and then the team can submit comments. If you use a blog, be sure to set up clear rules of what and how to share.
- Form focus groups to resolve an issue or generate new ideas. Focus groups containing various generations is a great way to get different perspectives from your diverse work group.
- Create a newsletter where employees get to share their thoughts in an interview. This can be a creative way of sharing knowledge.
- Place an ideas box where employees can submit ideas for review by you team. This can be a real box or an electronic version via email or other form of communication.

Learn From Each Other

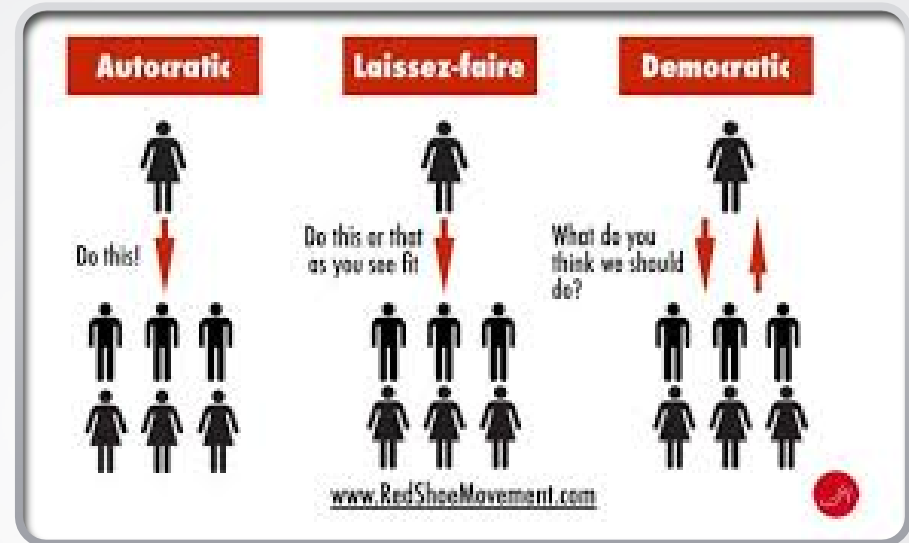
- **Frequent**—make sure your team meets frequently in a team-meeting environment. It can be once a month, once a week, etc. Having your team together in a group will help them engage each other, communicate, and dialogue. This is essential to any learning environment.
- **Informal**—make your meeting less formal. This way everyone puts down his or her guard. Use an icebreaker activity or energizer. Making your meeting informal will allow your employees to share and learn.
- **Team building**—make your meetings about team building. Topics like updates, reports, etc., are best delivered by other means like email in a presentation.

From Learning to Leading



Leadership Styles

- Autocratic Leadership
- Democratic Leadership
- Strategic Leadership
- Transformational Leadership
- Team Leadership
- Cross-cultural Leadership
- Facilitative Leadership
- Laissez-faire Leadership
- Transactional Leadership
- Coaching Leadership
- Charismatic Leadership
- Visionary Leadership



Leadership Styles

- Autocratic (Authoritarian)
- Bureaucratic
- Democratic
- Coercive
- Transactional
- Transformational
- Laissez-Faire



What leaders do and
how they do it



Regardless of Style



- Great leaders connect daily work with goals
- Great leaders think of people as people, not titles
- Great leaders want to earn respect, not just be liked
- Great leaders are thrilled when team members achieve great things, not threatened

Regardless of Style



- A great leader empowers people with honesty and transparency
- A great leader understands that if the team falls short, he or she is responsible
- A great leader cares mainly about results, not processes

Pearls of Wisdom

You Permit it,

FRIENDLY
FOR
OFFICERS...

GREAT CULTURE IS COMPROMISED
WHEN LEADERS TOLERATE BEHAVIOR
THAT IS INCONGRUENT
WITH MISSION, VISION & VALUES

ZIP
THIS
OFTEN

You Promote



ON
THE
MO

HEL
My name

Now I want to help

relevance inspire people.
use in life.

sample. TWON
TU

References

- <https://listontap.com/different-types-leadership-styles/>
- Knowles, M. S. & Associates. (1984). *Andragogy in Action*. San Francisco: Jossey-Bass
- http://www.vajaycee.org/uploads/1/1/6/5/.../gg_powerpoint_slides_-_corporate_training.ppt
- Merriam, S. B., Caffarella, R. S., & Baumgartner, L. M. (2007). *Learning in adulthood: A comprehensive guide* (3rd ed.). San Francisco: Jossey-Bass
- <https://www.inc.com/bill-murphy-jr/7-things-great-leaders-always-do-but-mere-managers-always-fear.html>