
Uphill Both Ways...

Values, Beliefs, Behaviors and
Motivation Between Boomers, X-ers
and Echoes in the Workplace



Presented by Mark Warren
Training Consultant

www.county.org

www.jmarkwarren.com

mwarren24@msn.com

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Since the inception of this presentation years ago, the movement apart between the generations at work has widened and deepened. Led by technology and communication, Gen X-ers, are ascending the corporate strata as the older Boomers retire. While steadily becoming the leader “ruling class”, there is another group behind the X-ers that are the genetic offspring and demographic echo of their baby boomer parents. “Generation Y”, “Millennials” or the “echo boomers” are the largest generation of young people coming of age since the 60’s, and they are such a significant force, that everything is changing in a way to appeal to them – from advertising, to entertainment. The result of all these generations working together presents a challenge every bit as great and significant to the future as staying ahead of the competition in the marketplace.

This presentation is designed to enlighten each group’s uniqueness as well as share their respective similarity and difference, and attempts to reveal what each need to co-exist, work and support the others. Remember, in life as well as the workplace, the older we get, the less like “us” *they* become.

“What’s *wrong* with these kids today, with their MTV and all?”

“Old geezers rattle on about the good ‘ol... and not good ‘ol days. The Great Depression was terrible, I’m sure! But when they talk to me, or anyone, who didn’t experience it, they talk in “zero” meaningless terms. Unless we personally lived it – the past is boring “ancient history”. – Dr. Morris Massey, *What you Are is Where you Were When – Again!* (Enterprise Media, 2005)

The point is that talking about the past and about how things were better, tougher, and harder and built more character is completely non-motivational to anyone who didn't live it. Likewise, young people of Gen. Y and Z live under tremendous pressures, mainly caused by time, performance and stimulation that older people find irrelative. The secret is to use the lessons of history to help others today and adjust to today's demands by having a relative connection to the past.

A moment in time where time stood still.....

- What national significant emotional events or "S.E.E.'s" have occurred during your time at your organization (JFK, Space Shuttles, Katrina, 9-11)?
- **Discuss** how have these national S.E.E.'s affected you, your co-workers, your top managers, and your organization's values?

This information and enlightenment are from the work and 35-year vision of native Texan Dr. Morris Massey. Dr. Massey has been honored with the W.M. McFreely award presented by the International Management Council for "significant contribution to the field of management and human relations." During the 1980's and 90's he was the #1 ranked resource for Young President's Organization International. In "What Works at Work", (Lakewood Publications, 1988), he was cited as one of the 27 most influential workplace experts of the time. His videotape series are acclaimed as classics and have become benchmarks of excellence for the entire industry.

Ask, listen and, try.

Massey's three steps to understanding differences are so simple, yet it's difficult to put our own values on "hold" – even for a minute.

The Basics of IPC – “Have a talk”

- Progressive generations have regressed IPC skills.
- When were you born?
 - 1945-1960?
 - 1961-1981?
 - 1982-1995?
- “Seek first to understand, then to be understood.” – Dr. Stephen Covey – One of 7 *Habits of Highly Effective People*
 - “If they don’t know how to read and write by now...” then teach them!
- Which is worse - teach and lose them, or *don’t* teach and keep them?



The largest generation of young people since the 60’s is beginning to come of age. They’re called “echo boomers” because they’re the genetic offspring and demographic echo of their parents, the baby boomers. As the population ages, echo boomers will become the next dominant generation of Americans. They spend nearly \$170 billion of their own and their parent’s money.

Echo boomers reflect sweeping changes in American life over the past 25 years. They are the first to grow up with computers at home, in a 500-channel universe. They are multi-taskers with cell phones, music downloads, and instant messaging on the Internet. They are totally plugged in citizens of a world-wide community that tend to be over-achieving, over-managed and very pressured to succeed. As a result, this generation finds it nearly impossible to deal with setbacks or failure. (*60 Minutes*, 2007)

“60 Minutes” highlights

1. Part shrink; part diplomat.
2. Echo boomers must learn how to work and how to act.
3. Elders must learn “coaching more than bossing.”
4. Expectations lower? A world with no failure.
5. “No stick – all carrot.”
6. Bosses: Don’t forget the praise.

As a leader in a culturally diverse workplace, how do you Demonstrate Respect?

- Respect means “an attitude – and the behavior that accompanies that attitude – that everyone has the right to be acknowledged as a valuable individual capable of making positive contributions to the team.”
- Specific actions/behaviors by the engaged leader include:
 1. *Know and use team members’ names – and make the deliberate effort to learn and remember them!*
 2. *Learn and inquire about things team members value most. Examples such as weddings, babies, kids, parents, pop culture, etc.*
 3. *Accommodate the diverse ways people are motivated. In an increasingly diverse world, money isn’t always the highest value.*
 4. *Hold **everyone** to a high standard of performance. “Motivate up” everyone – don’t “measure down” certain members.*
 5. *Shut down offensive language and behavior in the workplace.*

Communicating Value

- Working to make your people feel valued and appreciated is one key to affirmation – helping them to feel like their existence matters.
- Communicating value to your team ultimately enhances the atmosphere of inclusion.

Leaders and elders communicate value by:

- 1.
- 2.
- 3.
- 4.

Employment brand an important factor in attracting new employees

When it comes to attracting new employees, companies could benefit from *creating an engaging work environment*.

- ◉ A recent study by Randstad US found that a **pleasant work atmosphere** ranked just behind a **competitive salary** and **job security** as a top factor in selecting a job, while a LinkedIn study found that job-seekers were twice as likely to select an employer with a **reputation as a good place to work**.
- ◉ The Randstad research found that **recognition, communication and respect** were qualities commonly **associated with a pleasant work environment**.
- ◉ More than half of the workers surveyed stated they wanted to be **recognized for their good work**.
 - ◉ Employee reward programs make it possible for organizations to acknowledge the contributions of individuals.
- ◉ Public recognition allows employees to earn the respect of their colleagues, which was another key factor when it came to building a company brand.

<http://www.xceleration.com/news/spotlight-topics/employment-brand-an-important-factor-in-attracting-new-employees/>

Teaching dynamic decision-making

- When there is more than one right answer, move from *cognition to intuition*.
- As the skill develops, feedback is essential.
 - Just like with great coaching: *feedback is instant; accountability is immediate*.
 - Teach the desired behavior with **relative stories and shared experiences**.
- It is *vital* to de-brief, as often as possible, between events.

“Us”, not “you” – the Power of the Huddle



- To get candid feedback and dialog, stay out of the way back machine:
 - “Back in my day” turns off everybody!
 - Instead, ask “what happened out there?”
 - How did it make you **feel**? What did you **think**? What did you **do**?
 - “That happened to us before, and here’s what we did...”
- New ideas or behavior changes stick when the dialog is “SUCCEsS-ful”:
 - *Simple, Unexpected, Concrete, Credible, Emotional, Stories*

Simplicity: “How do we find the essential core of our ideas? A successful defense lawyer says, ‘if you argue ten points, even if each is a good point, when they get back to the jury room, they won’t remember any.’ To strip an idea down to its core, we must [learn to] be masters of exclusion. Proverbs are the ideal. We must create ideas that are both **simple and profound**. The Golden Rule is the ultimate model of simplicity: a one sentence statement so profound that an individual could spend a lifetime learning to follow it.”

Unexpected: “How do we get audiences to pay attention to our ideas and how do we maintain their interest when we need time to get the ideas across? We need to violate people’s expectations. We need to be counterintuitive. We can use surprise – and emotion whose function is to increase alertness and cause focus – to grab people’s attention. But surprise doesn’t last. For our idea to endure, we must generate interest and curiosity. We can engage people’s curiosity over a long period of time by systematically “opening gaps” in their knowledge – and then filling those gaps.”

Concrete: “How do we make our ideas clear? We must explain our ideas in terms of human actions, in terms of sensory information. Naturally sticky ideas are full of concrete images – because our brains are wired to remember concrete data. In proverbs, abstract [and complex] truths are often encoded in concrete language: ‘a bird in the hand is worth two in the bush.’ Speaking concretely is the only way to ensure that our idea will mean the same thing to everyone in our audience.”

Credibility: Sticky ideas must carry their own credentials. We need to help people test our ideas for themselves – a “try before you buy” philosophy for the world of ideas. Pam Laffin was not a celebrity or a doctor. She was a smoker. She agreed to share her story with the public through the Massachusetts Department of Health in a series of anti-smoking ads in the mid 1990’s. Laffin was a twenty-nine-year-old mother of two. She began smoking at age ten, then developed emphysema, and suffered a failed lung transplant by age 24. In one compelling depiction, featuring photos of Laffin as a child and as an adult, she talked about how her emphysema left her with a “fat face” and “a hump on my neck.” She said, “I started smoking to look older and I’m sorry to say it worked.”

Emotions: How do we get people to care about our ideas? We make them feel something. Research shows that people are more likely to make a charitable gift to a single needy

individual than to an entire impoverished region. Mother Theresa once said, “If I look at the mass, I will never act. If I look at the one, I will.” We are wired to feel things for people, not for abstractions.

Stories: How do we get people to act on our ideas? We tell stories. Firefighters [and police officers, believe me] swap stories after every fire [and traffic stop or incident], and by doing so, they multiply their experience; after years of hearing stories, they have a richer, more complete mental catalog of critical situations they might confront, and the appropriate responses to those situations. The power of stories is twofold: They provide simulation (knowledge about *how* to act) and inspiration (motivation *to* act). Both benefits, *simulation* and *inspiration*, are geared to generating action.

Remember, a credible idea makes people **believe**. An emotional idea makes them **care**, but the right stories make people **act**. (from **Made to Stick: Why Some Ideas Survive and Others Die**, by Chip Heath & Dan Heath, Random House, New York, New York, 2007)

To teach to the highest level for the next generation, leaders and educators should:

1. Lead with honesty and integrity. Millennials want to have great role models before they become leaders themselves.
2. Challenge. Millennials want projects they can learn from. They are looking for growth, development and a career path.
3. Affiliation. Millennials want to work with people they get along with; they like being friends with coworkers. Employers who provide for the social aspects of work will find those efforts well rewarded by their newest cohorts.
4. Fun at work. A little humor, silliness and even a little irreverence will make an agency’s environment more attractive.
5. Respect. Treat their ideas respectfully, even though they haven’t been around a long time.
6. Flexibility. Millennials are the busiest generation ever, and they won’t give up their activities just because of a job. They may challenge a rigid schedule.

This information is from **Connecting Generations: The Sourcebook for a New Workplace**, by Claire Raines, Crisp Publications, Menlo Park, California, 2003.

Four Groups and Four Styles

- D1 *Unconscious Incompetent* or low competence/ high commitment
 - “Directing” (High task, low relationship)
- D2 *Conscious Incompetent* or low to some competence/low commitment
 - “Coaching” (High task, high relationship)
- D3 *Unconscious Competent* or moderate to high competence/variable commitment
 - “Supporting” (Low task, high relationship)
- D4 *Conscious Competent* or high competence/high commitment
 - “Delegating” (Low task, low relationship)

This wonderful information first appeared in **Management of Organizational Behavior: Utilizing Human Resources** by Drs. Ken Blanchard and Paul Hersey, and later became the foundation for “Situational Leadership”. Note that they may have been the first to use the phrase “human resources”. Now, their phrase has become the standard name for the entity in most companies that maintain what use to be referred to as “Personnel”.

The slide portrays the very latest version of the SL – 2 model depicted in **Helping People Win at Work** by Ken Blanchard and Garry Ridge, the CEO of the WD – 40 company. Here’s a new way to look at /apply the SL – 2 model:

“To me, the leadership styles portion of the [SL-2] model is like a railroad track. Each of the four leadership styles depicts a station along the performance curve. If you start with an Enthusiastic Beginner (D1) using a directing style (S1), you and you eventually want to get to delegating (S4), which is appropriate for a Self-Reliant Achiever (D4), what two stations do you have to stop at along the way? Coaching (S2) and Supporting (S3). You’ll notice that no railroad tracks go directly from directing (S1) to delegating (S4). What happens to a fast-moving train if it goes off the tracks? It gets derailed and people get hurt. It’s important for managers not to skip a station as they manage people’s journey to high performance. By staying on track and stopping at all the stations, you help your direct reports to perform well on their own, with little or no supervision. The railroad track also works the same way in reverse. If you’re delegating to a supposed Self-Reliant Achiever [D4], and a problem occurs, rather than going straight back to a directing style (S1), you go to a supporting style (S3) to find out what’s wrong. The together, you can decide whether you should go back to a delegating style (S4), because that person is now ready to run on their own again. However, if the person not only lacks confidence, but also needs a refresher at the skill level, you might have to go back to a coaching style (S2).” (Blanchard and Ridge, 2009)

Mutualism - The Story of the “Perfect Potato” and the Wheat

- Throughout history,
 - “Different” has always been linked to “inferior”.
 - Yet, time and again, sameness leads toward impoverishment in every sense of the word.
 - Diversity leads upward toward new types of “wealth”, not seen before.
 - Mutualism is the concept of using differences to create new combinations for success.
- By embracing differences – we grow.



Mutualism and the Power of Diversity

In Ireland, the bulk of the culture and economy was built on the potato. Over time, the Irish created the “perfect” potato. It was without flaw. But, in breeding out the imperfections and differences, they made it ultimately homogeneous. The great potato famine, between 1845 and 1850, 1.7 million fled the country because they went broke and more than 1 million starved to death, because one bug took down the whole industry. Why? When all are homogenous, if one goes down, all go down.

More than two centuries earlier, the ancient Incas bred more than 200 varieties of potatoes that flourished in the harsh land, weather and altitude of Peru. However, that society was all but wiped out by invading Europeans, who believed that their one way was the only way.

Wheat farmers know this lesson and plant a variety of species of wheat. If each stalk of wheat is genetically the same as the ones around it, one infection will destroy the crop. If one plant is vulnerable, all are equally vulnerable.

Mutualism is the synergy of systems. Unlike working together to create something better than each could individually, mutualism requires that each produces or creates what the other needs to thrive, but can’t produce or effectively create on its own (from Joel Barker’s “Wealth, Innovation and Diversity”, 2000)

What does this say about different generations in the same workplace? What are the benefits of embracing the principles of generational mutualism in your office?

References and resources essential to this program include:

1. Professor Brien Smith, Associate Professor of Management at Ball State University. In November 2000, he wrote an article for the USA Today magazine entitled “Managing

Generation X". His article was inspired by the definitive book about the group of people born between 1961 and 1981 and how they are different to live and work with. This bellwether book is **Generation X: Tales for an Accelerated Culture** by Canadian novelist Douglas Coupland.

2. Many special thanks to two special people. First, Dr. Frances Douglas, Chief of Psychological Services and Lieutenant Mark Sassman, the long-time Recruit School Coordinator for the Texas Department of Public Safety in Austin. Thanks Fran and Mark, for the information and the inspiration to do this and for caring enough about the future to try to teach this topic today.
3. The information about *Generation Y*, (born between 1982 and 1990), is from the transcript of a report on "60 Minutes" which aired in December 2004 called "**Echo Boomers**". Additionally, a DVD presentation of another "60 Minutes" segment called "**The Millennials are Coming**", which aired in November 2007 goes with the class.
4. **Made to Stick: Why Some Ideas Survive and Others Die**, by Chip Heath & Dan Heath, Random House, New York, New York, 2007)
5. The invaluable contributions of Dr. Morris Massey and Joel A. Barker are denoted in the pages.

Presenter Information

J. Mark Warren is a Training Consultant and former employee with the Texas Association of Counties. His presentations convey a message of inspiration, motivation and new direction. They revolve around leadership, interpersonal communication and relationship skills, workplace diversity and professionalism, bridging the generations and customer service excellence.

Warren worked with the TAC Leadership Program and served as the coordinator of its leadership training from 2002 and the TAC County Best Practices Program from 2009 to 2015.

After graduating from St. Edward's University in 1977, he spent 23 years with the Texas Department of Public Safety, retiring in 2000 as the assistant commander of the Training Academy in Austin.

From 2015 to 2017, Warren presented a series of presentations on verbal de-escalation with the Texas Police Association for the Department of Public Safety to law enforcement and criminal justice professionals across Texas.

For more information on Warren's presentations, please visit, www.county.org/Special-Presentations or www.jmarkwarren.com .

