

TRADITIONALISTS, BOOMERS, XERS, AND MILLENNIALS: GIVING AND GETTING THE MENTORING YOU WANT

Brown University, Mentoring Luncheon

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Why thinking generationally matters

- ❖ For the first time in history, four generations are working side by side. Different values, experiences, styles, and activities sometimes create misunderstandings and frustrations.
- ❖ By the year 2014, 70 million Baby Boomer (including many faculty members and administrators) will retire.
- ❖ Generation X, a generation with different values and priorities than Boomers and Traditionalists, will assume leadership positions.
- ❖ The old models of who works and what they work for are steadily changing.

The Generational Divide (U.S. Population)

Traditionalists	Born 1925-1945 44 million
Baby Boomers	Born 1946-1964 80 million
Generation X	Born 1965-1980 46 million
Generation Y - Millennials	Born 1981-2006 92 million



FOUR GENERATIONS: ONE WORKPLACE



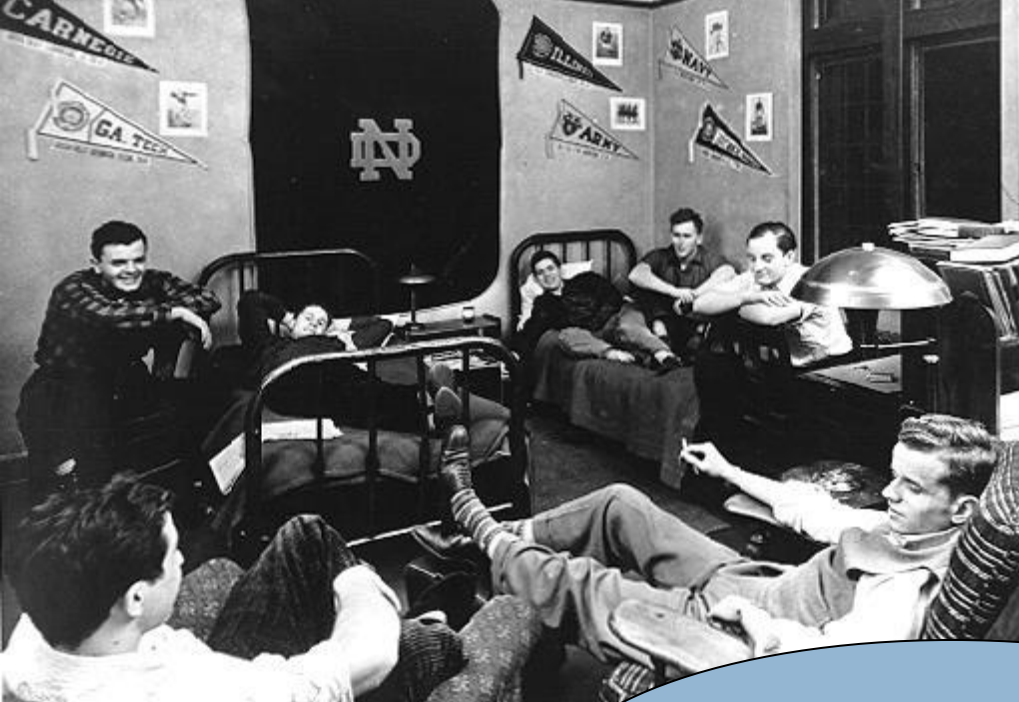
Primary references on generations

Lancaster, L.C. and D. Stillman (2002). *When Generations Collide*, New York: Harper Collins.

Marston, C. (2007). *Motivating the 'What's in it For Me?' Generation Workforce*. Hoboken, NJ: John Wiley & Sons, Inc.

Strauss, W. and N. Howe (1997). *The Fourth Turning: An American Philosophy*. New York: Broadway Books.

Zemke, R., C. Raines, and B. Filipezak (2000). *Generations at Work: Managing the Clash of Veterans, Boomers, Xers, and Nexters in Your Workplace*. New York: AMACOM, American Management Association.



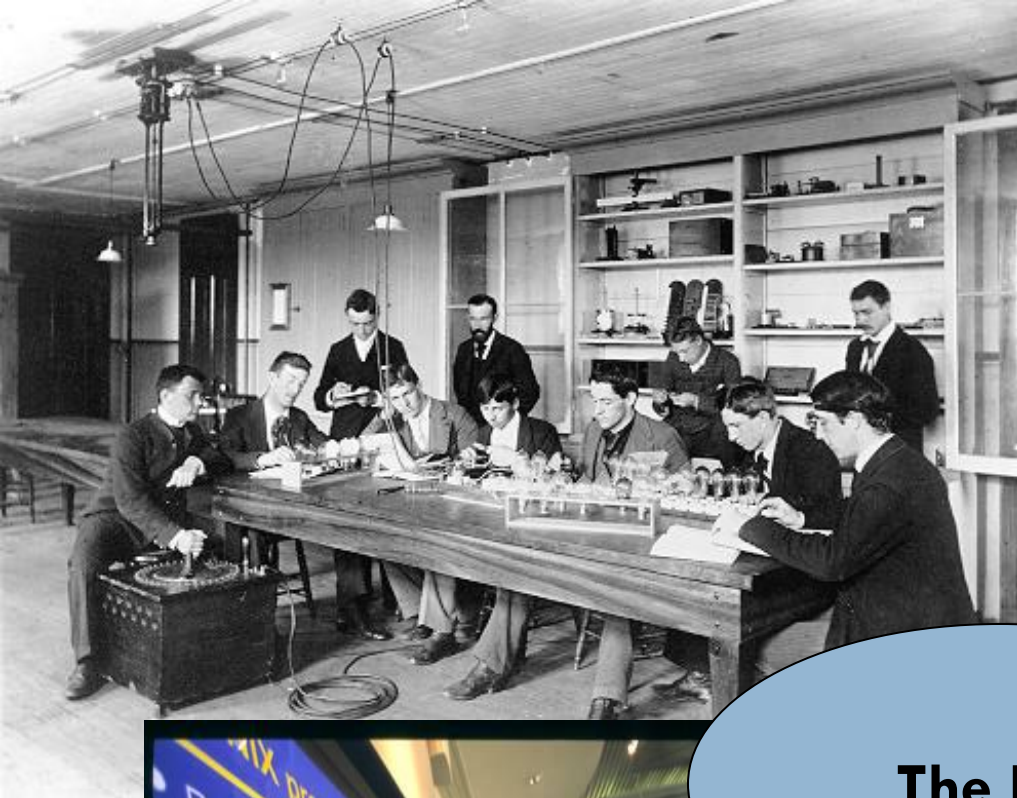
**Residence
Halls**





The Classroom





The Lab





Fitness



Traditionalists (1900-1945; 63+)

Major Influences	Characteristics
<ul style="list-style-type: none">▪ Great Depression▪ Roaring 20's▪ WWI and II▪ Korean War▪ GI Bill	<ul style="list-style-type: none">▪ Patriotic; loyal; <i>“Waste not – want not”</i>▪ Faith in institutions; one company career▪ Military influenced; top down approach
Key descriptor: Loyal	
Slogan: <i>“Keepers of the Grail”</i>	

Baby Boomers (1946-1960; 48 to 62)

Major Influences	Characteristics
<ul style="list-style-type: none">▪ Suburbia▪ TV▪ Vietnam; Watergate▪ Protests; Human Rights and Women's Movements▪ Drugs, Sex, & Rock 'n Roll	<ul style="list-style-type: none">▪ Idealistic▪ Competitive▪ Question Authority
Key descriptor: Optimist	
Slogan: <i>"Thank God it's Monday"</i>	

Generation X (1961-1980; 28-47)

Major Influences	Characteristics
<ul style="list-style-type: none">▪ Sesame Street, MTV▪ Game Boy▪ PC▪ Divorce-rate tripled▪ Latch-key children▪ Left alone	<ul style="list-style-type: none">▪ Eclectic▪ Resourceful▪ Self-reliant▪ Distrustful of institutions▪ Highly adaptive to change & technology
Key descriptor: Skeptic	
Slogan: “Work to Live”	

Millennials (1981-2000; up to 27)

Major Influences	Characteristics
<ul style="list-style-type: none">▪ Expanded technology▪ Natural disasters▪ Violence; gangs▪ Diversity▪ Coddled by parents	<ul style="list-style-type: none">▪ Globally concerned▪ Realistic▪ Cyber-savvy▪ Suffer “ADD”▪ “Remote control kids”
Key descriptor: Realist	
Slogan: <i>“It’s all about me”</i>	

The generations at work

	Traditionalist	Boomer	Gen X	Millennial
(1) Job changing	Carries a stigma Stay for life	Puts you behind Stay if moving up	Is necessary Follow your heart	The ultimate multi-taskers Part of daily routine; expected
(2) Motivators	Job well done	\$, title, recognition, promotion	Freedom, fun	Personal fulfillment
(3) Workplace flexibility	Who will do the work?	The nerve of those Xers!	I'll go where I can find it.	Should suit my needs
(4) Working long hours	Required; prudent	Will get ahead, \$, bonus	Get a life! Decide when, where and how	But not all <u>at</u> work
(5) Productivity	Inputs and outputs matter	Input matters most	Output is all that matters	Churn lots of topsoil in many areas

The generations at work

	Traditionalist	Boomer	Gen X	Millennial
(6) Give me more...	Essentials	Money	Time	Affirmation
(7) Performance reviews	If no one is yelling, good	Once a year; documented	Sorry to interrupt, how am I doing?	What do you mean I'm not outstanding?
(8) Work-Life integration	Work matters most; stay at home wife	Work matters most; divorced or dual career	Family matters as much; dual career	Too soon to tell
(9) Career paths	Slow & steady; stability	Ladder; upward mobility	Lattice; plateaus are fine	Checkerboard
(10) Career pace	Prove yourself with loyalty; pay dues	Prove yourself with long hours; pay your dues	I want to know all my options now	May switch frequently and fast

Primary Implications for the Academy

- Prior to hire:
 - ▣ Not everyone's path is the same
 - ▣ Will consider multiple offers and (often) choose quality of life over pay and start-up package
- Once hired:
 - ▣ Balance/integration extremely important
 - ▣ Flexibility is required
 - ▣ Feedback is desired
 - ▣ Protection from too much teaching and service desired

Confidential Exercise

(blue cards mentors/white cards mentees)

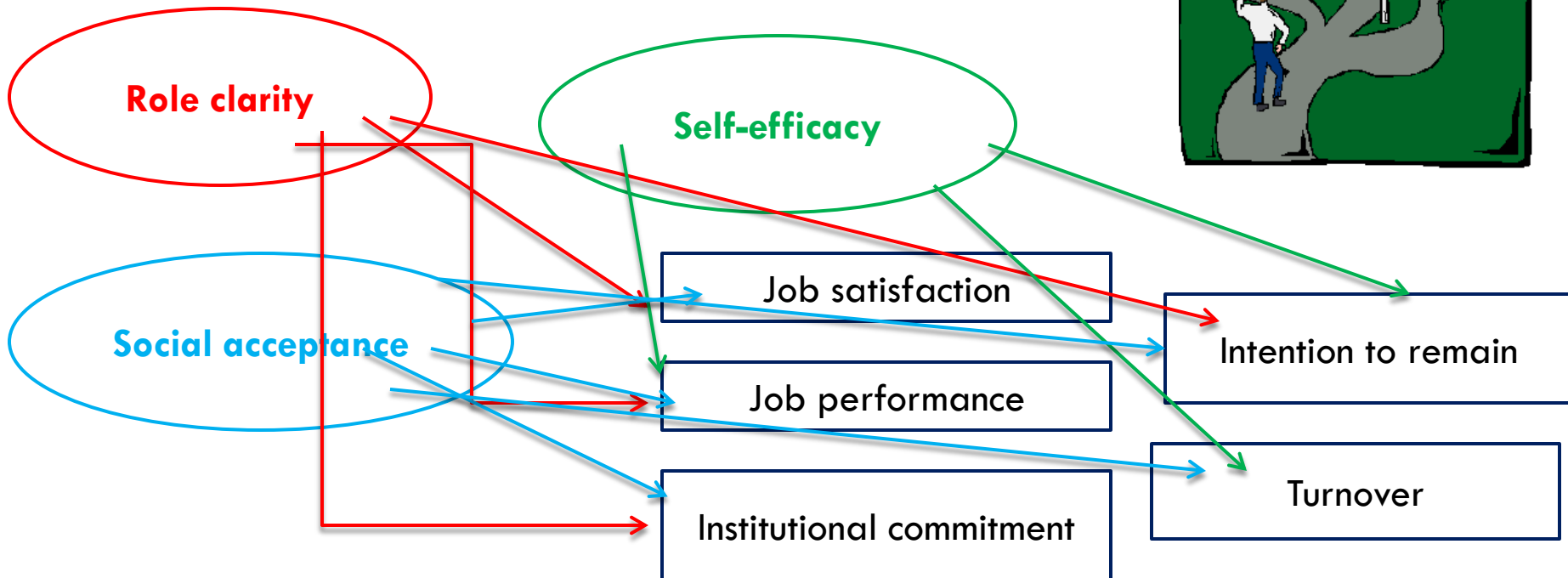
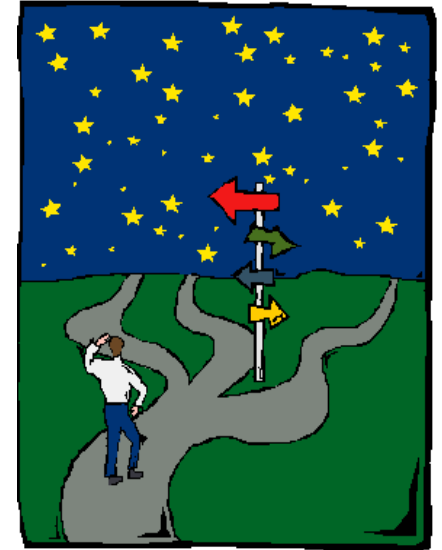
1. How long have you been at Brown?
2. On a scale of 1-10 (where 10 is “extreme/high anxiety” and 1 is “quite low/what stress?”), what is your current work-related stress level?
3. On a scale of 1-10 (where 10 is “excellent” and 1 is “poor”), how do you rate your relationship with your mentor/mentee?
4. Junior faculty (mentees) only:
 - A. What do you believe are your chances of achieving tenure here? (state as a percentage)
 - B. How supported do you feel, in general? (1-10, where 10 is “fully supported,” 1 is “out to sea”)

Your greatest source of work-related stress currently...

- A. Difficulty balancing work demands
- B. Difficulty balancing work and family
- C. Not sure about priorities/what it takes to get tenure/mixed messages
- D. Teaching-related (preps, time, good enough?)
- E. Research-related (funding, time, writing)
- F. Chilly climate/departmental politics/lack of collegiality
- G. Something else entirely

Socialization: the process by which newcomers transition from being outsiders to being insiders.

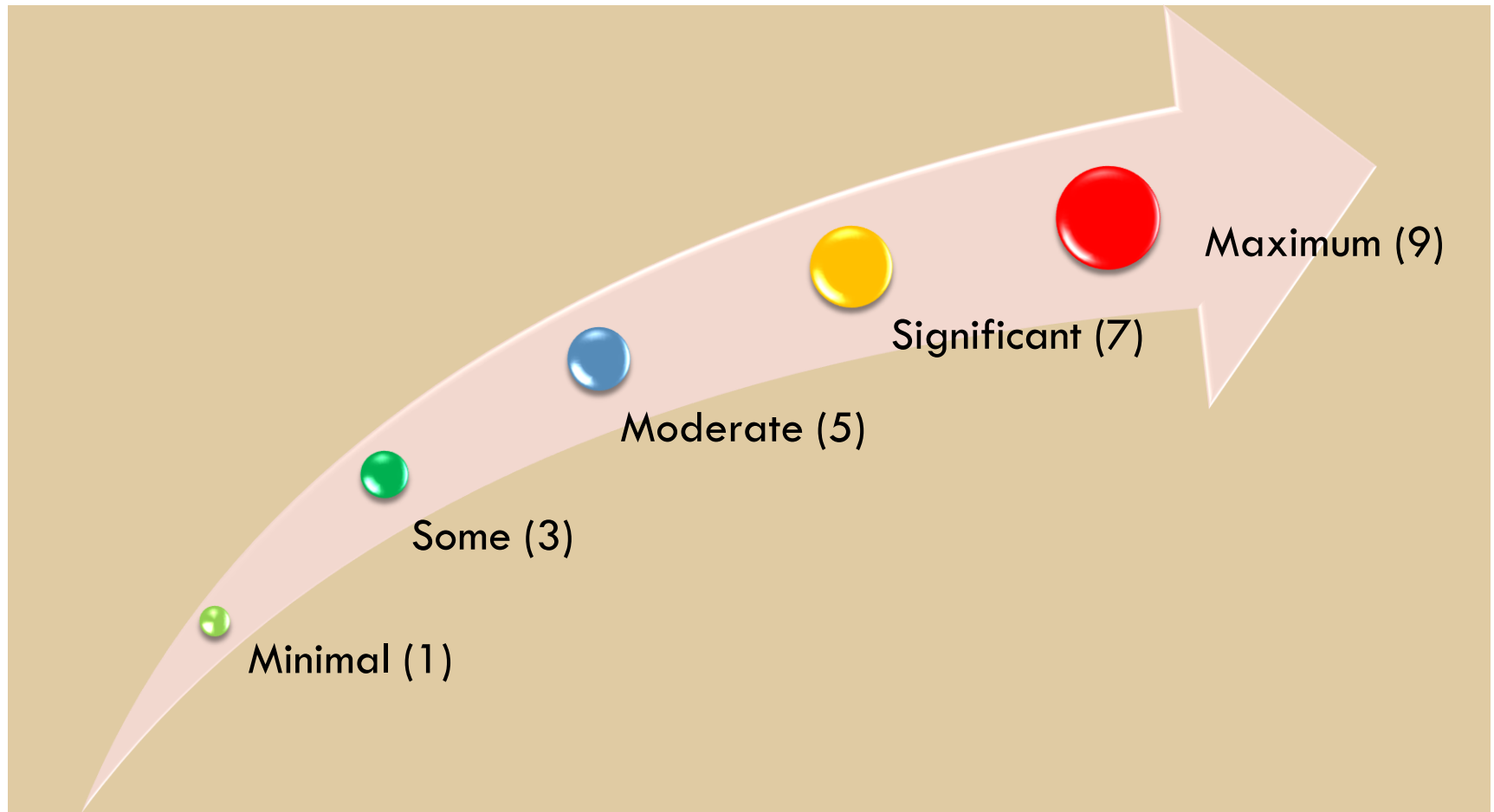
Newcomers must learn to adapt through uncertainty reduction.



Citation

Bauer, T.N., Bodner, T., Erdogan, B., Truxillo, D.M., and Tucker, J.S. (2007). Newcomer adjustment during organizational socialization: A meta-analysis of antecedents, outcomes, and methods. *Journal of Applied Psychology* 92(3): 707-721.

RATE YOUR ANXIETY



An anonymous exercise

Scores

	High	Low	Average
Tenure	7	1	5
Professional development	7	3	4
Work-life integration	9	1	5
Climate	6	1	2

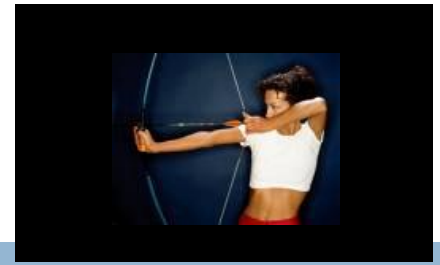
Highest total = 26

Lowest total = 10

Challenges: Tenure

1. Vague and inconsistent tenure guidelines
 - ▣ How much money do I need to bring in?
 - ▣ Where should I publish? How much?
 - ▣ Which committees count?
 - ▣ How good does my teaching need to be?
2. Lack of constructive feedback regarding progress toward tenure
3. A 'don't ask-don't tell' academic culture
4. Divergence in policy and practice

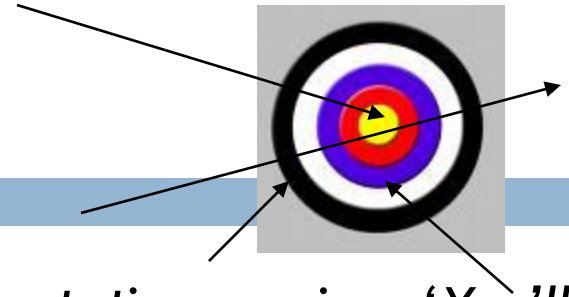
“Archery in the Dark”



- *“You never really know where the bar is. I feel like since I started here the bar has been raised, which I encourage. But at the same time, you don’t really know where that is.”*
- *“I wish they would just make everything clear...the expectations. Everything wasn’t written down. When I went up for my third year review, I said, ‘What protocols do you use? Do you have a manual that I can follow?’ And they said, ‘No.’ They didn’t even know how many copies [of my tenure file] I needed to make.”*

Quotes from two pre-tenure faculty members

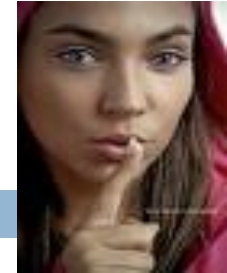
“How am I doing?”



- *“It would be great to give a clear expectation, saying, ‘You’ll be good if you target this versus that at this stage. If you’re only doing one [article] a year, this isn’t going to be good. Or, if your teaching evaluations are within this range, then you should actively seek out some kind of assistance. Or, this is how many service obligations you should do this year.’”*
 - (Pre-tenure faculty member)

- *“Pre-tenure faculty members want to know how to use their time, and how to gauge requests about whether to publish in this venue or that, whether to do this project or that. What I do with them is actually have a three and five year plan. A lot of it’s just about time management and choices about things...and advice about the process.”*
 - (Chair)

'Don't Ask – Don't Tell'

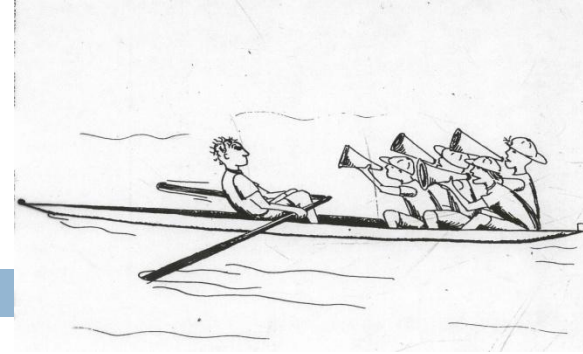


- *"It's considered a weakness to ask questions; you're showing you're vulnerable. But I think it would be more stupid to not get tenure because I didn't ask."*
 - ▣ (Pre-tenure faculty member)

- *"There is this pervasive and consistent attitude—a message that you are given all throughout your junior faculty years—about how you are not supposed to ask questions about expectations or requirements. You are just supposed to know. Ideally, we want an environment where junior faculty members can ask whatever they want."*
 - ▣ (Senior faculty member who came up through the ranks at her institution)

- *"The one that scares me on the 'should' rule is, well, you 'should' know how to get tenure here. You're just supposed to somehow know."*
 - ▣ (Senior faculty member)

Policy v. Practice



- *“I’ve talked to a lot of junior faculty members who have gotten wildly divergent messages from faculty in their own department about what they are expected to do for promotion to associate.”*
 - (Senior faculty member who came up through the ranks at his institution)

- *“You have to actually watch and see what happens to people ahead of you in the process, because what is said in the policy is not always what happens in practice.”*
 - (Pre-tenure faculty member)

- *“Part of the tenure process, while it is based on these three criteria, is also about [being] ‘club-able’ ...the senior faculty are undecided on whether they want you in their club.... While you can do a lot of things in terms of preparing yourself...this is an elite club and you need to find ways of making the senior faculty feel comfortable with you, and that certainly introduces arbitrariness and contingency into the process.”*
 - (Senior faculty member)

Origin of Mentor

- Mentor was the son of Alcumus and, as an old man, friend of Odysseus, in whom he entrusted his son and palace when he left to fight the Trojan War.
- Over time, the word mentor has come to mean, in addition to trusted friend, counselor or teacher, a more experienced person.

Formal Mentoring

- Legitimizes/authorizes relationships that might not occur naturally but are vitally important to both parties
- Allows institutions to:
 - Reward outstanding mentors
 - Adjust their work
 - Establish clear guidelines and parameters
 - Monitor its effectiveness

Consistent components of mentoring

- Mentorships are enduring personal relationships.
- Mentorships are reciprocal relationships.
- Mentors demonstrate greater achievement and experience.
- Mentors provide protégés with direct career assistance and bolster protégé achievement.
- Mentors provide protégés with social and emotional support.
- Mentors serve as models.

Johnson, W. Brad (2007). *On Being a Mentor*. New York: Psychology Press, p. 21.

Effective Mentoring

- Is instructive and developmental (Thomas)
- Is instrumental (Moody) occurs when a senior colleague:
 - ▣ Takes time to critique the work
 - ▣ Nominates for career-enhancing awards
 - ▣ Includes in valuable networks and circles
 - ▣ Collaborates on research or teaching
 - ▣ Arranges for chairing conference sessions or manuscript submission

David Thomas (2001). The truth about mentoring minorities: Race matters, *Harvard Business Review* 79(4): 99-107.

JoAnn Moody (2004). Supporting women and minority faculty, *Academe* 90(1): 47-52.

6 things a mentor should help a protégé learn

1. Institutional politics: who holds power and what are the significant dynamics that might impact protégés?
2. Norms, standards, values, ideology, history, and heroes/heroines of the institution—these comprise the psychological contract or implicit expectations of the institution.
3. Skills and competencies necessary for advancement—what it takes to make it.
4. Paths to advancement and blind alleys to avoid.
5. Acceptable methods of gaining visibility—who should know about what?
6. Common hurdles and stumbling blocks—what behaviors and traits will be self-defeating?

Levinson, D.J., Darrow, C.N., Klein, E.B., Levinson, M.H., & McKee, B. (1978).
The Seasons of a Man's Life. New York: Ballentine.

Areas for junior faculty mentoring

1. **Direct teaching and training**

- ▣ Structural and technical advice about syllabus prep, classroom techniques, planning a course, how to manage difficult students, setting limits on availability to students, launching a lab, grant-writing, establishing a scholarly track record
- ▣ Developing a teaching and research portfolio, effective academic writing, “insider” info about navigating departmental politics, who the junior faculty should seek out for advice

2. **Career coaching**

- ▣ Demystify tenure and promotion process
- ▣ Assist in efforts to plan this milestone from their semester on campus
- ▣ Discussion of which activities to stress and which to ignore – they need to hear you say, “How will this help you get tenure?”
- ▣ Which projects and grant proposals will carry the most weight toward tenure? How is the current mix of teaching, research, and service likely to facilitate the mentee’s long-term career goals?

Areas for junior faculty mentoring

3. Socialization into the academic culture

- Knowing why: The professor must adopt the identity of an academic including: the values, motivations, ethical commitments, and professionalism indicative of members of the academy.
- Knowing how: The professor must develop the expected behaviors, social knowledge, and skills needed for success in the professorial role.
- Knowing when: The professor must begin to construct a web of relationships that will facilitate his or her career.

De Janasz, S.C. & Sullivan, S.E. (2003). Multiple mentoring in academe, *Journal of Vocational Behavior*, 64263-283.

4. Collegiality/friendship

- Collegiality – a blend of mutual admiration, reciprocal sharing and support, validation of the other's worth and competence, personal friendship, willingness to protect, and pleasure or enjoyment of the relationship
 - Task support: reciprocal exchange of ideas and constructive criticism about work-related products
 - Social support: mutual sharing of personal problems and aspirations as well as sharing support and protection in the face of external criticism
- Accessibility – physically and psychologically

Areas for junior faculty mentoring

5. **Anxiety management**

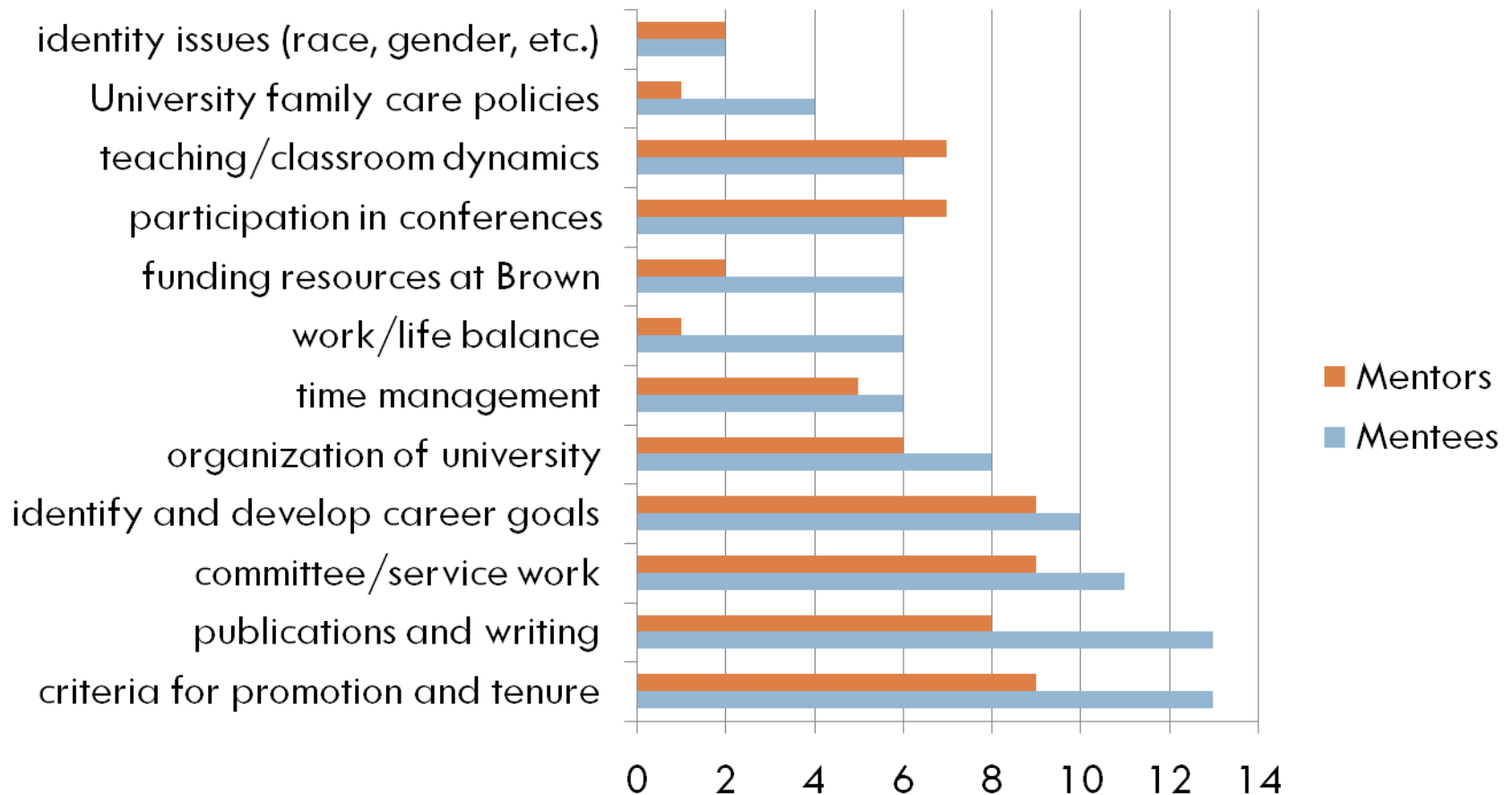
- Bouts of anxiety are not uncommon fueled by unrealistic demands for flawless performance or concerns about incompetence
 - The mentor should:
 - Offer copious doses of support, affirmation, and encouragement
 - Establish a strong enough relationship that your protégé is likely to confide such anxieties when they emerge. (Research shows that disclosure of anxiety makes it considerably less likely to interfere with performance.)
 - Offer your protégé a larger perspective on things they may view as a crisis

For mentees

- ❑ Be proactive – know what you want and need
- ❑ Keep commitments; meet deadlines
- ❑ Always strive for excellence
- ❑ Demonstrate openness to feedback
- ❑ Demonstrate responsiveness to coaching
- ❑ Communicate honestly and directly
- ❑ Accept imperfection and admit mistakes
- ❑ Keep your expectations of the relationship reasonable
- ❑ Maintain a sense of humor
- ❑ Build a mentoring mosaic or constellation

Johnson, W. Brad (2007). *On Being a Mentor*. New York: Psychology Press, pp. 93-4.

Here at Brown, please note...



Topics discussed as reported by Mentees and Mentors

Steps/Guidelines

1. Discuss and determine mentoring approaches
 - ▣ Dyads, committee/team, networked, multi-tiered
2. Select and assign mentors/teams
 - ▣ Those who have the time, skills, desire
3. Train and support mentors
 - ▣ Importance of mentoring
 - ▣ Unconscious bias
 - ▣ Appropriate Q&A for mentors and mentees
 - ▣ Mentor and mentor role descriptions
 - ▣ Documentation of time and evaluation of process

Cathy Trower (2007). Effective faculty mentoring report, produced for
University of Pennsylvania now available @
<http://www.upenn.edu/provost/images/uploads/Trower.pdf>

Steps/Guidelines (continued)

4. Train and support mentees

- ▣ Orientation, workshops, brown bags, seminars
- ▣ Mentee handbook

5. Establish formal mentoring program policies

- ▣ How senior admin is involved
- ▣ How high quality is ensured across units
- ▣ How the issues of women and minorities will be addressed
- ▣ How departments can monitor workload and junior faculty progress towards tenure

6. Monitor and evaluate mentoring programs

- ▣ Process evaluation
- ▣ Outcome evaluation
- ▣ Mentor-mentee documentation