

Aftershock:

Responding to the Cultural Shifts of Generation iY

Dr. Tim Elmore / www.GrowingLeaders.com / www.Habitudes.org

“One primary problem schools face is they teach from a Gutenberg world, with textbooks and syllabus. Our students enter college from a Google world, with technology and images.” (Dr. Leonard Sweet, Futurist)

The State of Students Today

Every generation of youth share some common characteristics. However, each generation is defined by some specific shared elements that differentiate them from past generations. Primary elements tend to be:

1. Shared music
2. Shared experiences
3. Shared crises
4. Shared television programs
5. Shared celebrities (people of influence)
6. Shared new technology

Let’s take a look at this new generation of students on campus, and compare them to the previous four generations who walked through the doors of our schools.

FIVE GENERATIONS

THE PEOPLE & ISSUES	SENIORS	BUILDERS	BOOMERS	BUSTERS	MILLENNIALS
	Greatest Generation	Silent Generation	Pig in Python Gen	Generation X	Generation Y
Era they were born	1900-1928	1929-1945	1946-1964	1965-1983	1984-2002
Life paradigm	<i>Manifest destiny</i>	Be grateful you have a job	You owe me	<i>Relate to me</i>	<i>Life is a cafeteria</i>
Attitude to authority	Respect them	Endure them	Replace them	Ignore them	Choose them
Market	Commodities	Goods	Services	Experiences	Transformations
View of future	Uncertain	Seek to stabilize	Create it!	Hopeless	Optimistic

Changes Over Time...

1. With each new generation, time becomes more valuable.
2. With each new generation, expectations of convenience and service rise.
3. With each new generation, the demand for work to have meaning intensifies.
4. With each new generation, the hunger for options grows.
5. With each new generation, the sense of entitlement increases.
6. With each new generation, the need for speed and space goes up.
7. With each new generation, the desire for customization expands.

Meet Generation iY

I now call this batch of students: Generation iY—because of the impact of iTunes, iPhones, iChat, iPods, iMovies, iBooks, iPhotos...and that fact that life for them is pretty much about: “i”. The first five years of research on this generation turned up different results than the last five years.

For a little more than five years, social scientists were elated with their findings on this new generation of kids—Generation Y, the Millennial Generation. The stats on them were very positive:

- Teen pregnancy was down
- Drug abuse was lower than their parents
- Violent crime was at its lowest in twenty years
- Education and civic involvement was at a record high
- The students were optimistic about their prospects of changing the world.

Lessons from Neverland and Mr. Van Winkle

Life in Neverland

Like Rip Van Winkle, we have slumbered through a revolution. Adults have created a different world, a sort of “Neverland,” like the one we saw in the story of Peter Pan. It’s a place where the “lost boys” were mischievous, they wanted a mother figure and they refuse to grow up. What are the reasons for this exchange of the real world for the “virtual world”?

Seven reasons for this phenomenon in the U.S. are:

1. Video games
2. Damaging Parenting Styles
3. Prescription drugs
4. The Media: Television, Movies and Music
5. Endocrine disruptors
6. Teaching Methods
7. Affluence and social liberation (Over the last fifteen years).

In Short, We Have a Paradox

By the time students reach their adolescent years, they are a picture of paradox. Students transition in four basic categories as they move from childhood to adolescence:

1. Biological
2. Cognitive
3. Social
4. Emotional

Emotional intelligence is the number one need of students today.

A Generation of Paradox

PARADOX ONE: They are sheltered...yet pressured.

PARADOX TWO: They are self-absorbed...yet generous.

PARADOX THREE: They are social...yet isolated by technology.

PARADOX FOUR: Adventurous...yet protected.

PARADOX FIVE: They are team oriented...yet diverse.

PARADOX SIX: They are visionary...yet vacillating.

PARADOX SEVEN: Their orientation is high achievement...yet high maintenance.

The Need of the Hour: New Habits and Attitudes

To summarize, the greatest needs in this generation (overall) are:

1. Emotional Intelligence
2. Character Development
3. Leadership Perspective

This is why we believe an effective leadership program must include: building robust values, strong character, positive attitudes and leadership habits.

Why Teach Character-based Leadership to Students?

There are thousands of schools attempting to cover hundreds of issues each year with their students. So—why teach character and leadership? Based on research done by the Higher Education Research Institute at UCLA, we believe a case can be built for its importance. Here are some of the conclusions from their research:

1. Every student has leadership potential.
2. Leadership can no longer be the possession of the exclusive few.
3. Character and ethics are the foundation of any successful venture.
4. We cannot separate leadership from values.
5. Moral intelligence can be developed through repeated exposure.
6. In today's world, every student will need leadership skills.

Three Kinds of Students

1. DRIVERS
2. DIPLOMATS
3. DREAMERS

Two Kinds of Leaders

1. HABITUAL LEADERS

2. SITUATIONAL LEADERS

EVENTS AND PROCESS

We've noticed that growth happens through both "events" and "process" in students' lives:

EVENTS	PROCESS
1. <u>Encourage decisions</u>	1. <u>Encourages development</u>
2. <u>Motivate people</u>	2. <u>Matures people</u>
3. <u>Are a calendar issue</u>	3. <u>Is a consistency issue</u>
4. <u>Usually about a big group</u>	4. <u>Usually about a small group</u>
5. <u>Challenge students</u>	5. <u>Changes students</u>
6. <u>Becomes a catalyst</u>	6. <u>Becomes a culture</u>
7. <u>Easy</u>	7. <u>Difficult</u>

Connecting with an EPIC Generation

According to futurist Leonard Sweet, this generation of students are EPIC:

THE TRUTH

OUR APPLICATION

E – EXPERIENTIAL (Offer lab experiences for them to observe, explore and learn from)

P – PARTICIPATORY (Let them discover truth through discussion and participate in outcomes)

I – IMAGE-DRIVEN (Provide images through narratives, symbols and metaphors)

C – CONNECTED (Utilize technology and furnish a safe environment for community)

**The Disconnect:
These are right-brain, "upload" students
attending left-brain "download" schools.**

HABITUDES®: Images That Form Leadership Habits and Attitudes

The *Habitudes* series is a simple, profound way to connect with students and teach them character and leadership. Within the series, they cover self-leadership, connecting with others in community, leading others and changing organizational culture. They're being used by a number of corporations across the U.S. and internationally, but their greatest potential for impact lies in next-generation leaders. Here is why...

1. *Habitudes* enables you to teach leadership in a simple and brief period of time.
2. *Habitudes* can spark discussion that goes as deep as the maturity of your students.
3. *Habitudes* provides an image, relational discussion and an exercise to participate in together.
4. *Habitudes* offer you a set of transferable concepts that students can teach as well.
5. *Habitudes* is a series of four discussion guides based on a 360-degree leadership proposition.
6. *Habitudes* furnishes you with a shared language for your leadership culture.