

BOOMERS, X ,Y & BEYOND

Generational Differences

by Melissa K. Burrows, PhD
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While many definitions of diversity exist, a common definition of diversity is “the mosaic of individuals and groups with varying backgrounds, experiences, styles, perceptions, values and beliefs” (Equity & Diversity: e-Learning Workbook, 2010). Diversity includes but is not limited to “racial, ethnic, cultural, socioeconomic, national and international backgrounds, diversity in thought and pedagogy, religion, sexual orientation, gender identity/expression, political affiliation, disability, age, immigrant status, and family structure are all examples of diversity” (Society for Human Resource Managers, 2003).

In recent years workforce diversity has included new forms of generational differences. A generation is defined as a “a cohort of people born within a similar span of life (15 years at the upper end) who share a comparable age and life stage and who were shaped by a particular span of time (events, trends and developments” (Generations Defined, 2009). While there are slight variations in the names and years for each of the generations, the time period or range of birth is approximately the same for each generation.

Today in our society, five generations exist. Of the five generations, four are currently working in the workforce. By 2020, the number of generations working in the workforce will increase to five (FutureWorkPlace, 2009). Additionally, by 2050, the U.S. population is expected to increase by more than 50 percent from its 1990 population size (Day, 2008).

The five generations include:

- Traditionalists, Silent, Matures, Veterans, born between 1900 & 1945
- Baby Boomers, born between 1946 & 1964
- Generation X, Boomerang, Gen X, born between 1965 & 1976
- Generation Y, Millennials, Gen Y, Nexters, Digitals, born between 1977 & 1997
- Gen 2020, born after 1997

Within each generation, there are particular characteristics and distinguishing features such as: membership and identity in particular groups, similar beliefs and behavior, and similar historical perspectives.

For example, Traditionalists are characterized as valuing duty, honor, national pride, doing a good job, sacrifice, and conformity. Baby Boomers are known to have a high work ethic, are defined by their job, self-realization, results-driven, and materialistic perspectives. The Generation X population is known to be technologically advanced, includes latch-key kids, values diversity, seeks work/life balance, and is self-sufficient. Millennials are team-focused, optimistic, confident, and value civic duty and multiculturalism. As the youngest generation, society is just beginning to learn more about Gen 2020. Gen 2020 is known for its savvy communication skills with preferred methods of communication including, texting, Instant Messaging, Tweeting and Facebook (Matuson, 2009). Gen2020 value privacy and are known to be impatient (Baby Boomer Care, 2010).

With multiple generations currently working in the workforce, the question becomes, “are you ready to manage five generations of workers?” While there used to be a time in society when 62 to 65 years old was the “magical” age range for the average worker to retire, more and more people are delaying retirement. Additionally, with the downturn in the economy, employees are potentially retiring from one job only to find themselves returning to the workforce to begin working in another capacity (Willyerd & Meister, 2009). In fact, research indicates men and women in good health, “on average will be physically capable of working until they are 74 (men) and 77 (women)” (Willyerd & Meister, 2009).

As various age groups remain in the workforce, a wide age gap exists between new college graduates and the more mature workers in their 70’s. It could be that grandchildren are working alongside their great-grandparents (Willyerd & Meister, 2009). While this cultural shift is occurring in our society and workforce, it is imperative that organizations move beyond diversity to an environment of inclusion.

While generational differences are an important aspect of diversity, they represent just one of many facets. It is imperative to learn the impact of generational differences from such perspectives as technology, instructional design, training, and overall workplace styles within the context of the university setting. The question becomes, how will universities manage generational differences from a student and employee perspective? The answer will certainly include learning to value the similarities within the unique perspectives that every generation brings to the workforce table.

OUR MISSION

The mission of the Office of Inclusion, Diversity and Equal Opportunity is to provide support and guidance and to promote equitable and fair treatment in employment, education and other aspects of campus life. The Office serves as a resource to the University in the interpretation, understanding and application of federal and state equal opportunity and affirmative action laws and regulations. In summary, the Office supports the University’s mission by providing leadership in the development of policies and procedures that will help foster inclusiveness, diversity and a welcoming community for faculty, staff, students and others.

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Promoting Diversity Through Inclusive Thinking, Mindful Learning, and Transformative Dialogue.

Insight on DIVERSITY

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From The VP

In the lecture she delivered upon winning the Nobel Prize for literature in 1993, Toni Morrison says, “Narrative is radical, creating us at the very moment it is being created.” When we look back on this past academic year, we definitely have a story to tell. We have the story of collaborating with various offices, departments, and colleagues on behalf of our entire campus community to foster greater awareness and dialogue on the value of inclusive excellence.

This issue of Insight on Diversity tells some of the stories and some of our success. The second annual Inclusion and Diversity Award Luncheon is one of our success stories. With more than 100 attendees, we not only drew a larger audience than last year, but we also expanded the award to recognize students, faculty and staff for their work as diversity champions. We already consider it one of our signature events.

I take this opportunity to thank the Diversity Leadership Council and all the students, faculty, and staff who support inclusive excellence in their daily interactions. I also thank all the alumni, trustees, community and corporate partners who support the work we have been doing to tell the diversity story at Case Western Reserve with integrity, equity, and genuine enthusiasm. We will continue our work in the months ahead and in the upcoming academic year.

Finally, congratulations to all those who are graduating! You have my very best wishes for success and for many opportunities to lead by the power of your ideas to make a difference in all the ways that truly matter.

Warmest regards,

Marilyn Sanders Mobley, PhD

Minh-Tri Nguyen greets Tom Matthews, PhD.

Diversity 360°

On March 19, 2010, “Diversity 360°: Creating a Career Narrative by Balancing Uniqueness and Inclusion,” co-sponsored by Career Development and the Office of Inclusion, Diversity and Equal Opportunity, provided faculty, staff and students the opportunity to listen and discuss the concept of diversity within the context of work and career. The program was based on the premise that recent college graduates are entering increasingly diverse workplaces, and that it’s useful for them to hear different perspectives about the realities and challenges they will confront in their careers.

The panel was composed of Dr. Marilyn Mobley, Vice President for Inclusion, Diversity and Equal Opportunity, Dr. John Flores, Assistant Professor of History, George Sample of The Lubrizol Corporation, Dr. Susan W. Hinz, Associate Professor of Sociology,

and Minh-Tri Nguyen, a senior majoring in biology. The panel provided a rich discussion including examples of how to incorporate diversity within your career narrative. In Career Construction Theory (2009, March), Dr. Mark Savickas defines Career Narrative as “a way for individuals to think about how they choose and use work in their lives.” A career narrative helps individuals focus on how the salient features of their personality can be adapted to a sequence of job changes while remaining faithful to oneself and recognizable by others.

Panelists encouraged individuals to include diversity in their career narratives by such ways as highlighting foreign languages they speak, identifying unique elements of their background, and by naming countries to which they have traveled.

The Second Annual Inclusion and Diversity Achievement Awards Luncheon



Professor Emilia McGucken and Professor Faye Gary attending the luncheon.



Janice Eatman Williams participates in "Table Talk" at the Awards Luncheon.



Dean Patterson and Sue Nickel-Schindewolf enjoying the luncheon.

On April 22, 2010, the Office of Inclusion, Diversity and Equal Opportunity held its Second Annual Inclusion and Diversity Achievement Awards Luncheon. Professor Jonathan Entin, staff member Latisha James and School of Medicine student Jason Balkman, MD (MED '10) were recognized for their contributions to diversity at Case Western Reserve.

Professor Jonathan Entin is Associate Dean for Academic Affairs in the School of Law and Professor of Law and Political Science. He has worked closely with Fred Gray LAW '54, whose clients included Rosa Parks and Martin Luther King Jr.

Latisha James is the Director for the Center for Community Partnerships at Case Western Reserve. In this role, Ms. James facilitates all public inquiries concerning university partnerships, services and sponsorships.

Jason Balkman, MD was a fourth year medical student at Case Western Reserve (MED '10). He started the Robin's Society Bridge Program as a way to build a partnership between John Hay High School and Case Western Reserve.



(L. to R.) Brian McDonald accepting on behalf of Jason Balkman, Dr. Marilyn S. Mobley, Latisha James, President Barbara R. Snyder, and Professor Jonathan Entin.

Religion @ Work

Case Western Reserve's commitment to inclusion in the workplace extends beyond what some often think of when they think about human diversity. Personal religious beliefs are integral to many individuals' identity and sense of self. Religion can shape and influence our behavior, interactions and worldview. At Case Western Reserve we strive to provide a workplace that not only complies with current laws, but embraces differences, engenders respectful dialogue and sees diversity of beliefs as an asset to the university community.

Legal Requirements:

- Title VII of the Civil Rights Act of 1964 prohibits employers from discriminating against individuals because of their religion in hiring, firing, and other terms and conditions of employment.
- The Act also requires employers to reasonably accommodate the religious practices of an employee or prospective employee, unless to do so would create an undue hardship.
- Religious discrimination also includes discrimination against someone because s/he is an atheist.

Accommodating Religious Practices:

Unless it can show that doing so would result in undue hardship to the employer, an employer must:

- Allow alternatives to examinations or other selection activities in conflict with religious needs.
- Allow observance of a Sabbath or religious holiday.

INTERESTED? RELIGIOUS STUDIES AT CASE WESTERN RESERVE

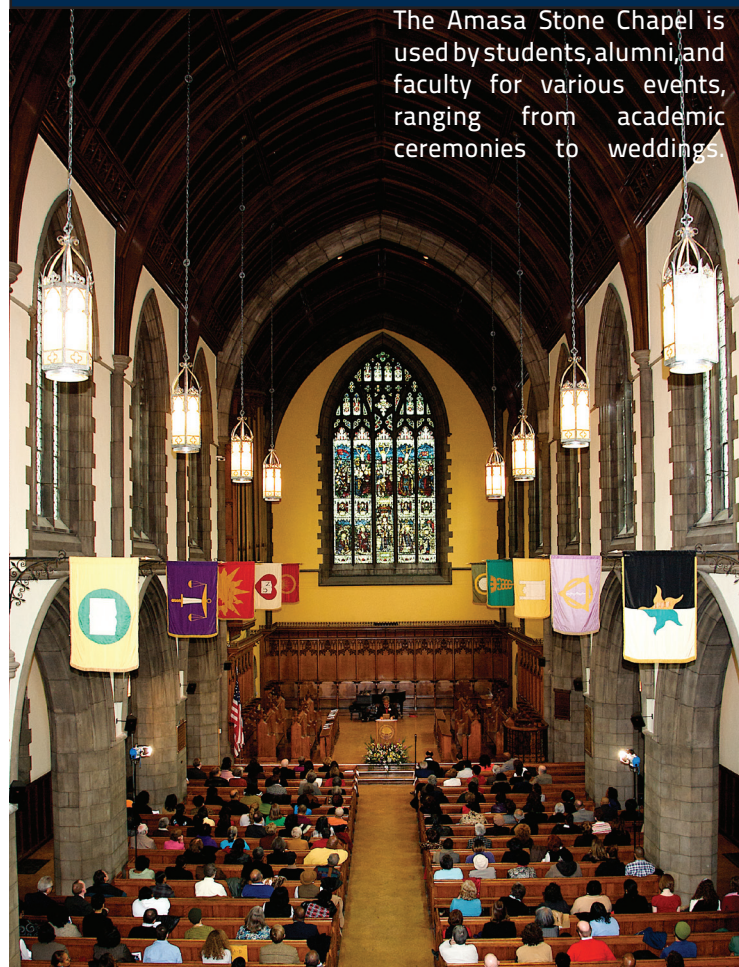
The Department of Religious Studies at Case Western Reserve states: "The academic study of religion at Case is multi-cultural, non-sectarian and interdisciplinary."

The department offers both an Undergraduate Major and Minor in Religious Studies. Students interested in a Religion major, minor, or sequence should contact Professor Peter Haas.

Phone: 368-2741
E-mail: peter.haas@cwru.edu

For more information about the study of religion in general, visit:
<http://www.studyreligion.org/>

Did You Know?



The Amasa Stone Chapel is used by students, alumni, and faculty for various events, ranging from academic ceremonies to weddings.

What is Religion?

"A religion is a set of beliefs concerning the cause, nature, and purpose of the universe, especially when considered as the creation of a supernatural agency or agencies, usually involving devotional and ritual observances, and often containing a moral code governing the conduct of human affairs." <http://dictionary.reference.com/browse/religion>

"Why not let people differ about their answers to the great mysteries of the Universe? Let each seek one's own way to the highest, to one's own sense of supreme loyalty in life, one's ideal of life. Let each philosophy, each world-view bring forth its truth and beauty to a larger perspective, that people may grow in vision, stature and dedication." Algernon Black

"The religious community is essential, for alone our vision is too narrow to see all that must be seen. Together, our vision widens and strength is renewed." Mark Morrison-Reed

"It is the duty of every cultured man or woman to read sympathetically the scriptures of the world. If we are to respect others' religions as we would have them respect our own, a friendly study of the world's religions is a sacred duty." Mohandas K. Gandhi

"Religion is to do right. It is to love, it is to serve, it is to think, it is to be humble." Ralph Waldo Emerson

Student Groups & Resources:

Case Western Reserve has over 18 recognized student groups relating to religion and spirituality. These groups represent a wide range of beliefs and perspectives. For more information and contact info for the groups listed below please visit: <http://studentaffairs.case.edu/activities/involvement/organizations.html>

Religious Groups

- Baha'i Club
- Case Adventist Fellowship
- Case Cooperation Circle
- Campus Crusade for Christ
- Campus Bible Fellowship
- Chi Alpha Christian Fellowship
- Christians at Case
- Fellowship of Christian Athletes
- InterVarsity Christian Fellowship
- Jewish Student Activity Board
- Koinonia
- Latter-day Saint Students Association
- Lutheran Fellowship of Case
- Muslim Student Association at Case
- Newman Catholic Student Association
- Orthodox Christian Fellowship
- Revival Fire Ministries
- United Protestant Campus Ministries (UPCaM)

A full list of student organizations can be found at <http://www.case.edu/>

The Power of Diversity

A Speech by Jason Balkman, MD Case Western Reserve (MED '10)

It is an honor to be asked to speak to you today about the value of diversity at Case Western Reserve. I will give most of you the benefit of the doubt and assume that you have already discovered in your own lives the value of diversity. For those of you Case nerds like myself who have been inside your science cave and too busy to consider the question, may it suffice to say that diversity is a natural law, a basis for evolution, and an important determinant for our academic enrichment. Given this self-evident value of diversity, today I would like to address a follow-up question.

Before doing so it is important to tell you that I am an engineer by training and I have a habit of using physics to connect with people. In fact I love physics so much that a couple of years ago I started tutoring Cleveland public high school students in the subject to get better connected with our community. A few of my favorite physics topics are force, work, and power and today I would like to use these principles to answer the following question: "How do we create diversity at Case Western Reserve?"

Conservation of mass tells us that we cannot create something from nothing so if we want to create diversity we need to know where to find it. Some quick online research told me that Case Western Reserve has a 6% African American student population while Cleveland as a whole has a 51% African American population. Physicists call this a gradient, meaning that the surrounding community is very different from our campus. In other words, we are literally sitting in the middle of diversity. All we need to do to create diversity on campus is to move that mass from the local community onto campus. And in physics movement begins with a force.

Let's begin by defining terms for force. If you remember, force equals a mass times acceleration. If we are talking about a mass of diversity, accelerating that mass toward Case will require some type of action on our part to get a force. For me, action first means figuring out how high school kids matriculate into Case. I found out that high SAT scores were a big factor, so I asked the following, "How do we help raise standardized test scores in the Cleveland community?" A fellow medical student answered this question by starting an eight-week SAT course at John Hay High School across the street from Case. Meanwhile, teachers at the school raised funds to purchase test practice books and we formed a group of medical students willing to do after-school tutoring. So now we have a small acceleration giving rise to a small force. But if we want that force to grow we're going to need more action.

As a result, I've spent a lot of time lately getting more Case medical students and undergraduates involved in this problem. They usually ask up-front, "How much work will this require?" After all, work is defined in units of energy and medical students only have so much energy. I turn to the definition of work, which is a force multiplied by a distance. Since Case already sits in the midst of a mass of diversity, the distance is almost zero, so the amount of work for any medical student or undergraduate should be minimal. I'm usually able to prove this in one afternoon by having Case students walk about one quarter mile off campus to visit John Hay High School where we currently have our force in motion. And if you recall Newton's famous first law: an object in motion tends to stay in motion.

Now that I've defined force and work in this context, there is one more variable I need to mention, and that is time. No large movement happens overnight, and we certainly cannot expect to move a mass of diversity onto campus in a single year. But I can say that for the first time in Cleveland public school district history, John Hay High School, also known as the Cleveland School of Science & Medicine, will matriculate seven minority students to Case University, and this year we secured a \$10 million dollar grant from the Joan C. Edwards Charitable Foundation to fund full-ride Case undergraduate and medical scholarships for John Hay students. So there is already evidence of a force at work. But long term we want to see an even greater effect and a movement of this local mass of diversity into our medical school and faculty. This will enrich our cultural environment at Case and give us a lasting connection to the Cleveland community. This will take time, but let me remind you of the definition of work over time. That my friends, is power.