Wellness in a Multigenerational Workplace

Session Objectives

- To provide an overview of the four generations (and with some attention to the fifth just perched to enter the workforce)

- To explore five fundamental differences in attitudes, values and characteristics

- To explore ways to build a healthier workplace by recognizing and leveraging generational differences and building on commonalities
A few definitions...

**Mental Health**
“The ability to cope with life stresses and the fulfillment of goals and potential. Mental health is a critical component of overall health and wellbeing, enabling an individual to interact successfully with their family, friends, workmates and the broader community.”

**Mentally Healthy Workplace**
“A workplace that strives to support the mental health of employees at all levels... it creates a positive working environment that builds individual skills and resilience, reduces workplace risks to mental health problems and supports staff with mental health conditions.” (Minerals Council of Australia)

And...

**Wellness**
“Wellness is a state of complete physical, mental, and social well-being, and not merely the absence of disease or infirmity.” (The World Health Organization)

**Holism**
**Balance**
**Self-Responsibility**
**Positive and Proactive**
Managing in a Multigenerational Environment

Jim Lees, MSW, RSW
lees@confederationc.on.ca

What is the National College Health Assessment (NCHA)?

- 64 question survey addressing...
  - General health
  - Health education
  - Campus safety
  - Alcohol and tobacco use
  - Sexual behaviours, perceptions and contraception use
  - Weight, nutrition and exercise
  - Mental and physical health
  - Impediments to academic performance
  - Respondent demographics
### Mental health (anytime in the last 12 months)

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2013</th>
<th>2016</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Felt things were hopeless</td>
<td>59.6</td>
<td>53.8</td>
<td>59.6</td>
<td>53.8</td>
</tr>
<tr>
<td>Felt overwhelmed by all you had to do</td>
<td>89.5</td>
<td>89.3</td>
<td>89.5</td>
<td>89.3</td>
</tr>
<tr>
<td>Felt exhausted (not from physical activity)</td>
<td>88.2</td>
<td>86.9</td>
<td>88.2</td>
<td>86.9</td>
</tr>
<tr>
<td>Felt very lonely</td>
<td>66.6</td>
<td>63.9</td>
<td>66.6</td>
<td>63.9</td>
</tr>
<tr>
<td>Felt very sad</td>
<td>73.7</td>
<td>68.5</td>
<td>73.7</td>
<td>68.5</td>
</tr>
<tr>
<td>Felt so depressed that it was difficult to function</td>
<td>44.4</td>
<td>37.5</td>
<td>44.4</td>
<td>37.5</td>
</tr>
<tr>
<td>Felt overwhelming anxiety</td>
<td>64.5</td>
<td>56.5</td>
<td>64.5</td>
<td>56.5</td>
</tr>
<tr>
<td>Felt overwhelming anger</td>
<td>47.3</td>
<td>42.2</td>
<td>47.3</td>
<td>42.2</td>
</tr>
<tr>
<td>Seriously considered suicide</td>
<td>13.0</td>
<td>9.5</td>
<td>13.0</td>
<td>9.5</td>
</tr>
<tr>
<td>Attempted suicide</td>
<td>2.1</td>
<td>1.3</td>
<td>2.1</td>
<td>1.3</td>
</tr>
<tr>
<td>Intentionally cut, burned, bruised or otherwise injured yourself</td>
<td>8.7</td>
<td>6.6</td>
<td>8.7</td>
<td>6.6</td>
</tr>
</tbody>
</table>

*NCHA Executive Summaries 2016/13  n=43,780/34,039, # schools 41/32*

### Within the last 12 months, students reported the following factors [negatively] affecting their individual academic performance...

<table>
<thead>
<tr>
<th></th>
<th>2016</th>
<th>2013</th>
<th>2016</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcohol Use</td>
<td>4.5</td>
<td>4.9</td>
<td>.3</td>
<td>.3</td>
</tr>
<tr>
<td>Allergies</td>
<td>1.9</td>
<td>1.8</td>
<td>5.6</td>
<td>5.1</td>
</tr>
<tr>
<td>Anxiety</td>
<td>32.5</td>
<td>28.4</td>
<td>2.9</td>
<td>2.8</td>
</tr>
<tr>
<td>Assault (physical)</td>
<td>1.3</td>
<td>.6</td>
<td>18.7</td>
<td>21</td>
</tr>
<tr>
<td>Assault (sexual)</td>
<td>1.3</td>
<td>.8</td>
<td>4.3</td>
<td>3.5</td>
</tr>
<tr>
<td>Attention Deficit/Hyperactivity Disorder</td>
<td>5.1</td>
<td>4.2</td>
<td>8.8</td>
<td>9.5</td>
</tr>
<tr>
<td>Cold/Flu/sore throat</td>
<td>20.6</td>
<td>21.6</td>
<td>.9</td>
<td>.8</td>
</tr>
<tr>
<td>Concern for a troubled friend or family member</td>
<td>15.6</td>
<td>15.2</td>
<td>13</td>
<td>12.9</td>
</tr>
<tr>
<td>Chronic health problem or serious illness</td>
<td>4.6</td>
<td>4.2</td>
<td>6.8</td>
<td>6.3</td>
</tr>
</tbody>
</table>
Within the last 12 months, students reported the following factors [negatively] affecting their individual academic performance...

<table>
<thead>
<tr>
<th>Factor</th>
<th>2016</th>
<th>2013</th>
<th>2016</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronic Pain</td>
<td>4.5</td>
<td>4</td>
<td>STD/Is</td>
<td>.5</td>
</tr>
<tr>
<td>Death of a friend or family member</td>
<td>7.4</td>
<td>6.9</td>
<td>Sinus/Ear infection/bronchitis/strep throat</td>
<td>5.8</td>
</tr>
<tr>
<td>Depression</td>
<td>20.9</td>
<td>17.3</td>
<td>Sleep difficulties</td>
<td>28.4</td>
</tr>
<tr>
<td>Discrimination</td>
<td>1.8</td>
<td>1.2</td>
<td>Stress</td>
<td>42.2</td>
</tr>
<tr>
<td>Drug Use</td>
<td>2.2</td>
<td>1.8</td>
<td>Work</td>
<td>17.1</td>
</tr>
<tr>
<td>Eating Disorder/problem</td>
<td>2.0</td>
<td>1.8</td>
<td>Other</td>
<td>3.4</td>
</tr>
<tr>
<td>Finances</td>
<td>10.3</td>
<td>9</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Three target student populations...

<table>
<thead>
<tr>
<th>Focus</th>
<th>Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community level: All Students</td>
<td>1. Mission and policies</td>
</tr>
<tr>
<td></td>
<td>2. Setting/physical locale/structure of semester/curriculum</td>
</tr>
<tr>
<td></td>
<td>3. Increasing mental health awareness and reduction of stigma</td>
</tr>
<tr>
<td>Individual level: Students Needing Support</td>
<td>4. How to effectively respond to students having difficulties (early alert)</td>
</tr>
<tr>
<td></td>
<td>5. How to promote self-management and coping</td>
</tr>
<tr>
<td>Individual level: Students Needing Mental Health Services</td>
<td>6. Providing accessible mental health services</td>
</tr>
<tr>
<td></td>
<td>7. Crisis management procedures</td>
</tr>
</tbody>
</table>

What YOU Can Do to Help: 3Rs

- Recognize
- Respond
- Refer
Generational Identities
How to Define a Generation

- A birth cohort who share a common location in history and common peer persona that reflects their collective identity
  - And now a word about stereotyping...

The Four Generations (workplace)

<table>
<thead>
<tr>
<th>Birth Years</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditionalists</td>
<td>73-96</td>
</tr>
<tr>
<td>(1922-1945)</td>
<td></td>
</tr>
<tr>
<td>Baby Boomers</td>
<td>54-72</td>
</tr>
<tr>
<td>(1946-1964)</td>
<td></td>
</tr>
<tr>
<td>Gen X</td>
<td>38-53</td>
</tr>
<tr>
<td>(1965-1980)</td>
<td></td>
</tr>
<tr>
<td>Gen Y</td>
<td>18-37</td>
</tr>
<tr>
<td>(1981-2000)</td>
<td></td>
</tr>
</tbody>
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(Buahene and Kovary, Loyalty Unplugged, 2007)
The Five Generations

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<tr>
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<td>18-37</td>
</tr>
<tr>
<td>(1981-2000)</td>
<td></td>
</tr>
<tr>
<td><strong>Gen Z/Globals,iGen</strong></td>
<td>0-17</td>
</tr>
<tr>
<td>(2001-present)</td>
<td></td>
</tr>
</tbody>
</table>


Five Generations (amended)

Population by Age, Canada, 2015

<table>
<thead>
<tr>
<th>Age Groups</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-5</td>
<td>15%</td>
</tr>
<tr>
<td>5-9</td>
<td>27%</td>
</tr>
<tr>
<td>10-19</td>
<td>20%</td>
</tr>
<tr>
<td>20-34</td>
<td>27%</td>
</tr>
<tr>
<td>35-64</td>
<td>11%</td>
</tr>
<tr>
<td>65 and over</td>
<td>5%</td>
</tr>
</tbody>
</table>

Source: Statistics Canada Demographic Estimates
Millennials and Gen X are highly educated, especially females

Percent of Population with Post-secondary Degree or Diploma, Canada, 2015

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Millennials*</td>
<td>65</td>
<td>75</td>
</tr>
<tr>
<td>Gen X</td>
<td>68</td>
<td>74</td>
</tr>
<tr>
<td>Boomers</td>
<td>59</td>
<td>56</td>
</tr>
<tr>
<td>Pre-Boomers</td>
<td>44</td>
<td>34</td>
</tr>
</tbody>
</table>

* Ages 25-34

Source: Statistics Canada, Labour Force Survey

Traditionalists (1922-1945) (Age 73+)

Life-defining Events:
Great Depression, World War II, Golden Age of Radio, Emergence of Silver Screen

Attitudes and Values:
Loyal, respect for authority, dedication, sacrifice and honour

Characteristics & Skills:
Compliant, Stable, hard-working, detail oriented...“keep calm and carry on”

“Goal is to build a legacy”

Buahene & Kovary, 2007; Shaw, 2013
Baby Boomers (1946-1964) (Age: 54-72)

Life-defining Events:
Civil Rights Movement, Cuban Missile Crisis, Vietnam War, Assassination of JFK, Woodstock, Quebec Crisis & Bill 101, Trudeau era, Economic expansion

Attitudes and Values:
Involvement, Team orientation, personal growth & gratification, youthfulness, equality, “do your own thing”

Characteristics & Skills:
Team players, driven to succeed, relationship focused, eager to add value
“Goal is to put their stamp on things”

MENTORING PROGRAM PARTICIPATION LOW, BUT BENEFITS ARE HIGH

Participation in Mentoring Programs

Mentor: 12%
Mentee: 11%

Benefits of Participation
48% felt more engaged with their team
42% learned something new
40% improved management/leadership skills
39% productivity improved
36% felt more engaged with organization
45% learned something new
41% helped to take more control/responsibility
40% felt supported
38% gained new perspectives, ideas, approaches
36% became better at job
Insert importance of mentoring

Howatt, Bill (March 29, 2018) *The impact coaching skills can have on employee mental health*, Globe and Mail

“Coaching skills provide leaders with tools to facilitate safe and productive two-way conversations for achieving targeted goals and desired results. Some of the **core skills** that support leaders include: **empathy, finding employee strengths, asking open questions, building trusted relationships, giving meaningful feedback and improving communication skills.**”

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**Generation Xers**


**Life-defining Events:**
- PC’s, AIDS, Challenger disaster, **Massive Downsizing**, Quebec Referendum, Berlin Wall, divorce

**Attitudes and Values:**
- Self-reliance and independence, pragmatism, scepticism, balance, collaboration, parody, “get real”

**Characteristics & Skills:**
- Flexible & adaptable, creative, independent, multi-taskers, results-driven, techno-literate

“**Get real**” “Goal is to maintain independence”

Coupland, Douglas (1992) *GenX: Tales from an Accelerated Culture*
Gen Y... a.k.a.

Generation Me
Millennials
Echo Boomers
New Boomers
Trophy Kids
Boomerang Generation
Peter Pan Generation

Gen Why?
Internet Generation
MyPod Generation
Baby Boomlets
Generation Now
Snowflake Generation
C Generation
Millennials (age 18-37)

- #1 – Heavy parental involvement
- #2 – Fear of low self-esteem
- #3 – The consumer age
  - Money matters
  - The two halves of the millennials... and the great recession

Shaw, 2013

Millennials (age 18-37)

- #4 – Technology everywhere
  - Makes the millennials important to the older generations
  - Gave the millennials freedom
  - Shrank and expanded the millennials’ world
  - Gathers the millennials into tribes

- #5 – Emerging adulthood

“Can we fix it? Yes we can.”

Shaw, 2013
Generation Y 

Life-defining Events:
9/11, school violence, reality TV, 
Digital Technology, scandals, Y2K

Attitudes and Values:
Confidence, diversity, optimism, civic duty, pack 
mentality

Characteristics & Skills:
Techno-savvy, collective action, innovative, accepting 
of differences.

“Goal is to find work & create a life that has meaning”

OLDER MILLENNIALS BY FAR FEEL THE MOST STRESSED

Ways to Reduce Stress

RECOGNIZE the level of stress 
employees are under

Offer more FLEXIBILITY in 
when and where they work to 
help reduce or manage stress

Older Millennials are the most likely to experience 
stress as a result of work always, almost always, or 
very often
SLEEP & FINANCES ARE PRIORITIES OF THE YOUNG WORKFORCE

Top Health Goals

<table>
<thead>
<tr>
<th>Younger Millennials</th>
<th>Older Millennials</th>
<th>Gen Xers</th>
<th>Baby Boomers</th>
<th>Matures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eat Healthy</td>
<td>Eat Healthy</td>
<td>Lose Weight</td>
<td>Lose Weight</td>
<td>Be Active</td>
</tr>
<tr>
<td>Be Active</td>
<td>Financial Health</td>
<td>Be Active</td>
<td>Be Active</td>
<td>Lose Weight</td>
</tr>
<tr>
<td>Get More Sleep</td>
<td>Eat Healthy</td>
<td>Lose Weight</td>
<td>Eat Healthy</td>
<td>Get More Sleep</td>
</tr>
</tbody>
</table>

GIVE MORE TIME TO YOUNG MILLENNIALS, OFFER MORE MONEY TO EVERYONE

Top Ways to Encourage Participation

<table>
<thead>
<tr>
<th>Younger Millennials</th>
<th>Older Millennials</th>
<th>Gen Xers</th>
<th>Baby Boomers</th>
<th>Matures</th>
</tr>
</thead>
<tbody>
<tr>
<td>$ Monetary Incentives</td>
<td>$ Monetary Incentives</td>
<td>$ Monetary Incentives</td>
<td>$ Monetary Incentives</td>
<td>$ Monetary Incentives</td>
</tr>
<tr>
<td>Free Facilities</td>
<td>Free Facilities</td>
<td>Free Facilities</td>
<td>Free Facilities</td>
<td>Free Facilities</td>
</tr>
<tr>
<td>Time</td>
<td>Benefits Incentives</td>
<td>Benefits Incentives</td>
<td>Benefits Incentives</td>
<td>Benefits Incentives</td>
</tr>
<tr>
<td>Free Facilities</td>
<td>Individualized Programs</td>
<td>Benefits Incentives</td>
<td>Benefits Incentives</td>
<td>Benefits Incentives</td>
</tr>
</tbody>
</table>
Five fundamental differences between the Generations...

1. Work Style
   - Gen Xers and Gen Ys seek flexibility and fluidity
   - Blend personal/professional into day
   - May be seen by Boomers to be sloppy, disjointed and potentially unprofessional
   - Sticking to policies/procedures seen by Gen X/Y can be inefficient, non-productive
   - Boomer, prefer more structure, want to know the rules of the game, competitive workplace experiences

---

<table>
<thead>
<tr>
<th></th>
<th>Traditionalist</th>
<th>Boomer</th>
<th>Gen X</th>
<th>Gen Y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definition</td>
<td>Linear</td>
<td>Structured</td>
<td>Flexible</td>
<td>Fluid</td>
</tr>
<tr>
<td>Behaviours and</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expectations</td>
<td>Follow the rules</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Challenge the rules</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Change= Something is broken</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Change= Caution</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Change= Opportunity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Change= Improvement ... Constant</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Kovary & Buahene, 2012)
General Job Readiness

Very/Completely Prepared for a job in my field of study when I graduate
(Students, n=2,001)

Very/Completely Prepared for a job in their field of study
(Hiring Managers, n=1,000)

Hiring Managers’ Assessment of Recent Grad Candidates Vs. Students’ Self-Assessment

- Developing slide presentations in a concise, compelling way
  - Student: 60%
  - Hiring Manager: 75%
- Organization
  - Student: 54%
  - Hiring Manager: 79%
- Writing to summarize results, convey information, etc
  - Student: 51%
  - Hiring Manager: 70%
- Prioritizing work
  - Student: 50%
  - Hiring Manager: 77%
- Writing to communicate ideas or explain information clearly
  - Student: 49%
  - Hiring Manager: 71%
- Incorporating information to develop strategic insights
  - Student: 46%
  - Hiring Manager: 63%
- Managing a project by identifying key steps, resources, & timelines
  - Student: 46%
  - Hiring Manager: 67%
- Public speaking (e.g., giving a presentation)
  - Student: 43%
  - Hiring Manager: 54%
- Making a decision without having all the facts
  - Student: 37%
  - Hiring Manager: 47%
- Managing a meeting
  - Student: 34%
  - Hiring Manager: 49%
- Creating a budget or financial goal
  - Student: 30%
  - Hiring Manager: 52%
Five fundamental differences between the Generations...

2. Communication

- Boomers and Traditionals complain about the lack of face-to-face skills of Gen Ys... casualness with customers and leaders
- Younger managers/employees see web-based tools as more efficient
- More traditional workplaces, top down communication only
- Boomers fought to have voices heard, face to face meetings encouraged input/buy-in

10 LEVELS OF INTIMACY IN TODAY’S COMMUNICATION

- Talking
- Video Chat
- Phone
- Letter
- IM
- Text MSG
- Email
- Facebook MSG
- Facebook Status
- Twitter

[Kovary & Buahene, 2012]
Millennials are heavy users of social media

Percent of Total Population that Access Social Networking Daily

- Millennials: 73%
- Gen X: 42%
- Boomers: 24%
- Pre-Boomers/Traditionals: 8%

Source: Statistics Canada, 2013 General Social Survey

Attention spans, technology and the generation gap in Canada

<table>
<thead>
<tr>
<th>Activity</th>
<th>18-24</th>
<th>65+</th>
</tr>
</thead>
<tbody>
<tr>
<td>I check my phone at least every 30 mins.</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>The last thing I do before bed is check my phone</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>I often use other devices when watching TV</td>
<td>42</td>
<td></td>
</tr>
</tbody>
</table>

The Globe and Mail, source: Microsoft Canada Report, Spring 2015
...communication

- Gen Ys use “just in time” communication with texting, blogs, social media
- Concept of continuous partial attention... (variable reinforcement schedule)
- Many boomers believe relationship/trust can only be built face to face
- Boomers often speak, write and act with more formality

(Kovary & Buahene, 2012; Harris, 2014)
Print Media Use (Gr. 8/10)

Figure A.2. 8th and 10th graders’ print media use, percentage using once a week or more. Monitoring the Future, 1991–2015.

TECHNOLOGY PLAYS A MUCH BIGGER ROLE IN LIVES OF OLDER MILLENNIALS

Preferred Employee Communication Method

Twenge, 2017
Five fundamental differences between the Generations...

3. Risk Tolerance
- Gen Xers and Gen Ys have grown up in an "entrepreneurial" environment
- "Beta" generations... the 80/20 rules
- Boomers’ expectation of perfection; “the ladder”
- “Tested and true” preferred over new, and potentially risky ideas

(Kovary & Buahene, 2012)

Five fundamental differences between the Generations...

4. Respect
- Older generations... seniority, titles, tenure automatically = more value
- Younger focus on competency, those able to get the job done
- Results in acting differently towards colleagues, managers, those in positions of power
- Boomers more astute about office politics... ‘be careful, colleague today, boss tomorrow’
- Gen X/Y much more likely to march into their bosses office with a good idea

(Kovary & Buahene, 2012)
Five fundamental differences between the Generations...

5. Time

- Older generations... long hours, retire with unused sick days/holidays
- Measure commitment by hours worked
- Younger focus work smarter/not harder
- Younger more “transactional”... why would I work longer hours than in my contract? (see it as free labour)

...time

- Boomers, 15 minutes before boss arrives and 15 minutes after he/she leaves
- “just in time” orientation of Gen X/Y
- Short term for Boomer 2-3 years; Gen X 2-3 months; Gen Y 2-3 weeks
- Time is “telescoped” for Gen X/Y
The Millennial Time Wardens...


-from The Irrelevant Show, March 4, 2017

Generation Z, Globals, iGen (2001-) (Age: up to 17)

Life-defining Events:
- fighting terrorism,
- Occupy movement, real estate meltdown/Wall Street collapse, mobile technology, social networks

Attitudes and Values:
- Fiscal conservatism, expectation of transparency/less value on privacy, realism, pragmatic prep for the business world

Characteristics & Skills:
- Research abilities (sourcing information), need for constant stimulation, poor face to face communication skills, hyper-insistence on individualization
Have Smartphones Destroyed a Generation?, Jean Twenge, The Atlantic, September, 2017


Your smartphone 📱 is making you 🙏🏻 stupid, antisocial 🙁 and unhealthy 😷. So why can't you put it down❓!?
Fighting with Parents (Gr. 12)

Figure B.16. Percentage of 12th graders who have gotten into three or more fights with their parents over the last year. Monitoring the Future, 1976–2015.

Not Hanging Out With Friends
Times per week teenagers go out without their parents

2007 – iPhone released

- 12th-graders
- 10th-graders
- 8th-graders

Twenge, 2017
Self-competence/liking (Gr. 12)
Less Likely to Get Enough Sleep
Percentage of 8th-, 10th-, and 12th-graders who get less than seven hours of sleep most nights

More Likely to Feel Lonely
Percentage of 8th-, 10th-, and 12th-graders who agree or mostly agree with the statement "I often feel left out of things" or "A lot of times I feel lonely"
In summary...

- Comments, thoughts?
Talent Management Strategy for Millennials

Attraction
Engagement
Retention

Attraction
Engagement
Retention

The People
Friends & Mentors
Boss
Team

The Work
Interesting
Meaningful
Balanced

Opportunities
Feedback and Communication
Development
Pay

(Deal and Levenson, 2016)

MILLENNIALS ARE MOST POSITIVELY AFFECTED BY PROGRAM PARTICIPATION

Work-Related Outcomes

52%  51%  55%  44%  47%  34%  33%  28%  39%  37%

YOUNGER MILLENNIALS  OLDER MILLENNIALS  GEN XERS  BABY BOOMERS  MATURES
What Millennials Tribe are You?

- The quiz takes about ten minutes...

- Descriptions of the Six Tribes

- The full report...Canadian Millennials: Social Values Study, Final Report, February, 2017