INDEX

Page references followed by *fig* indicate an illustrated figure; followed by *t* indicate a table.

A

Abrasive manner

miscommunication with older workers due to perceived, 174

as perceived orientation of Millennials, 39t, 42t, 174

self-differentiating from the, 95, 114

Accountable/accountability to overcome being perceived as being too autonomous, 179

things to focus on to help Millennials to be, 179

Achievement as Millennial intrinsic value, 39t, 100–103

See also Disarming the Defensive competency; Feedback

Adapting competency category adaptability mind-set of effective managers, 30t–31

Cultivating the Imaginative, 39, 41t, 75–83

of effective managers of Millennials, 39

Flexing with the Autonomous, 39, 41t, 55–64

Incenting the Entitled, 39, 41t, 65–74

story of provost and student’s informality example of, 115–116


Age cohorts
cohort flow of individual age and social change, 23

collective memories of different, 21–23

definition of, 20

Millennials (Gen Y) as large workforce, 3–4

shared sense-making and self-identity of each, 23–24

size relative to the sizes of its neighbors feature of, 22

See also Generations

191
Ageism/age discrimination
applied to Millennials, 43–45
increased attention on, 43
survey questions and answers
by Millennials on, 45–52
traditionally applied to older
population, 43
Age norm theory, 24
AIDS epidemic, 6
Aikido, 107–108
Ambiguity
Millennials unable to tolerate, 137–138
story of Millennial’s
uncertainty on which job
offer to accept, 140
See also Directing (Include the
Details) competency;
Unfocused Millennials
American Sociological Review,
21–22
Angeline, Tay, 9
Anticipate boredom, 79
Apathy, 148
See also Indifference
Argiris, Chris, 60
Arnett, Jeffrey, 18–19
Attention
continuous partial attention
phenomenon, 145
learn about Millennials by
giving them your focus and,
89–90
as Millennial intrinsic value,
39t, 87–88
nurturing parenting style and
Millennial need for, 86
See also Self-absorbed
Attenuation, 26
Australian Occupational Therapy
Journal, 10
Austrian, Sonia, 22–23
Authority
bureaucratic class legacy of
attending to formal, 139
effective vs. challenged
manager mind-set on power
and, 30t, 31–32
examples of informality and
usurping, 116–117
flipping from attending to
authority bias to tending,
141–142
Millennial association of
informality with, 115,
116–117
Millennial intrinsic value of
needing attention from,
39t, 87–88
Millennials’ access to
information without going
through, 7, 11, 17–18
Autonomy
be accountable to overcome
being perceived as having
too much, 178–179
Directing (Include the Details)
competency and, 140–141
Flexing with the Autonomous
competency, 56–57t
as an intrinsic motivator, 57
as perceived orientations of
Millennials, 39t, 41t, 173t
rigid processes workplace
challenge to, 173t
work-life blending value and,
39t, 56
B
Baby Boomers (1946–1964)
atitudes and expectations of,
22, 23
brain drain due to retirement of, 96
demographics of, 25
extending their stay in the workforce due to financial setback, 13, 133
familiarity between builders, Gen X(ers), and, 40
global aging and exodus from the workplace by, 13, 43
informality practiced by, 115
as likely to have had three careers and multiple employers, 19
Maslow’s hierarchy of needs applied to, 151
nurturing parenting style of, 86
social comparisons between Millennials and, 24
values and historical events shaping the, 5–6
value system, worldview, and aspirations in life of, 13–14
See also Generations
Baranov, Denis, 8–9
Be accountable skill, 178–179
The Beatles, 21
Be curious, 89–90
Behavior
generational theory on, 19–29
group and age norm theory on, 23–24
helping Millennials to understand the impact of their, 94–95
life course theory on, 21–23
maturational theory on, 18–19
setting and keeping boundaries for, 94, 96–97, 142
See also Generational differences; Perceived orientations of Millennials
Being fair, 108–109
Bethel Woods Museum, 87
Bias of experience
as Broadening the Myopic barrier, 127–128
as Cultivating the Imaginative barrier, 76t–77
as Directing (Include the Details) barrier, 139–140
as Disarming the Defensive barrier, 103–104
as Engaging the Self-Absorbed barrier, 88
as Flexing with the Autonomous barrier, 57–59
as Incenting the Entitled barrier, 66–68
as Motivating the Indifferent barrier, 150
as Self-differentiating from the Abrasive barrier, 115–117
Big picture. See Broadening the Myopic competency
“Big Picture Thinking on the Big Picture” scenario, 135
Bird, Jane, 8
Bollas, Christopher, 20
Boomer brain drain, 96
Born This Way Foundation study, 101–102
Boundaries
directing Millennials while staying within, 142
directing to set behavioral, 94
“Why Can’t We Be Friends?” scenario on, 96–97
See also Relationships
INDEX

Brain drain, 96
Broadening the Myopic competency
benefits of sharing your experience with Millennials, 132–134
the bias of experience barrier to, 127–128
“Big Picture Thinking on the Big Picture” scenario, 135
consequential thinking model to build your, 130–131
description of the, 42t
the “Five Whys” exercise, 131–132
to help Millennials understand impact of their behaviors, 39t, 42t, 94, 126t
learning from failures, 128–129
learning from success, 128
practice by starting with something easy, 129–130
See also Broadening the Myopic competency;
Myopic Millennials
Build a relationship skill, 177
Builders (born 1925–1945)
familiarity between Baby Boomers, Gen X(ers), and, 40
as likely to have had one career and one or two employers, 19
Maslow’s hierarchy of needs applied to, 151
motivation expressed by one, 150
rejection of informality by most, 115
stability and company loyalty values of, 20
values and historical events shaping the, 5, 20
Bureau of Labor Statistics, 96
BusinessWeek, 149

C
Captain Phillips (film), 8
Carter, Cris, 66, 67
Carvey, Dana, 68
Challenged manager mind-set
adaptability, 30t–31
confidence, 30t, 31
energy, 30t, 32
power, 30t, 31–32
self-efficacy, 30t, 31
success, 30t, 32–33
Challenged managers
comparing the mind-set of effective and, 30t–33
failure to suspend bias of their own experience by, 29
following up with human resources (HR), 33
interviews to identify effective versus, 27–30
Challenger space shuttle explosion, 6
Chernobyl disaster, 6
Civil Rights Movement, 5
Cohort effects, 21
Cohort flow, 23
Cold War, 5
Collective memories, 21–23
Collinsworth, Cris, 66, 67
Columbia space shuttle explosion, 21
Columbine shooting, 7, 21
Commitment, resistance, compliance continuum, 107/fig
Communicating competency category
Disarming the Defensive, 40, 41t
of effective managers of Millennials, 40
Engaging the Self-Absorbed, 40, 41t, 85–97
Self-Differentiating from the Abrasive, 40, 42t
Communication
building trust through successful, 70–71
how perception impacts, 37
miscommunication with older workers due to perceived abrasive manner, 174t
perceptual positioning and, 37–40
selective perception problem of, 70
Compliance, resistance, commitment continuum, 107/fig
Confidence mind-set, 30t, 31
Conflict
beware of triangulating during, 119–120
lifelong friendships that started with a, 107
“step to their side” response to, 108
See also Manager–Millennials tensions
Consequential thinking model, 130/fig–131
Continuous partial attention, 145
Corporate Bailouts, 8
Corporate downsizing, 6
“Creating Generation Y Sources of Motivation for Enhanced Performances” (Lähteenmäki), 10
Creativity
competitive advantage of, 78
function of “foolishness” in process of, 81–82
Hamel’s value creation of capability of, 152
let Millennials know what happened with their ideas, 80–81
Criticism
example of a Millennial assistant manager delivering, 104–105, 106
helicopter mom’s response to, 100–101
manager’s experience with receiving feedback and, 103–104
origins of the term, 101
Cultivating the Imaginative best practices
anticipate their boredom, 79
don’t ask for their opinion if you are serious about hearing it, 79–80
Cultivating the Imaginative competency
bias of experience barrier to, 76t–77
competitive advantage of creativity and, 78
Cultivating the Imaginative competency (continued)
how “foolishness” nurtures creativity, 81–82
If an Idea Falls in a Meeting and No One Wants to Hear It, does It Make a Sound? scenario, 82–83
introduction to the, 39, 41
let them know what happened with their ideas, 80–81
managerial best practices, 79–80
Cultural differences
Hofstede’s research on dimensions of, 11
power distance dimension of, 11–12
Curiosity, 89–90

D
DataArt, 9
Decorum
generational difference in defining, 24
how Millennials will help to shape future meaning of, 25
Defensive orientation
even the possibility of criticism as threatening to, 101
getting helpful feedback challenge of being perceived as, 173
go for feedback to overcome being perceived as, 178
Millennials perceived as, 39, 41, 173
Developmental norms, 18–19
Diligence capability, 152, 153
“Dinner for One” scenario, 123–124
Directing (Include the Details) competency
bias of experience barrier to, 139–140
description of, 42, 94, 138
flipping from attending to authority bias to tending authority for, 141–142
learning from our failures, 143–145
“Manager as Career Coach” scenario on, 145–146
partnering for performance for, 141–142
strategies for success, 142–143
understanding autonomy, 140–141
See also Ambiguity; Unfocused Millennials
Directing (Include the Details) strategies
do not assume they heard you the first time, 144–145
do not assume they know what to do, 143–144
focus on the mission, 142
let them make mistakes, 143
let them try other things, 142–143
make it about their success, 142
Disarming the Defensive competency
be fair strategy for, 108–109
best practices of, 104–106
the bias of experience barrier to, 103–104
description of, 41
embrace resistance strategy for, 106–107
learning from our failures strategy for, 109–110
“Musical Booths” scenario on, 110–112
step to their side strategy for, 107–108
suspend snap judgments strategy for, 106
See also Achievement; Feedback
Disarming the Defensive practices
assure them about your relationship with them as, 105
example of a Millennial assistant manager delivering criticism as, 104–105, 106
invite them to look forward to better times as, 106
less pomp and circumstances when giving feedback as, 105
using yourself as negative example as, 104
Divorce rates, 6
Dorsey, Jason Ryan, 3
Down-aging phenomena, 44
Dylan, Bob, 44

E
Economy, Peter, 72–73
Effective manager mind-set adaptability, 30t–31
confidence, 30t, 31
energy, 30t, 32
power, 30t, 31–32
self-efficacy, 30t, 31
success, 30t, 32–33
Effective managers
ability to adapt characteristic of, 29–30
ability to initiate a relationship, 29
characteristics of Millennials who are, 28
comparing the mind-set of challenged and, 30t–33
following up with human resources (HR), 33
interviews to identify challenged versus, 27–30
the patience to set realistic expectations, 29
volunteer experience as common among, 28–29
“The Effect of a Multi-generational Workforce on Employee Productivity: A Case Study of Kenya Electricity Generating Company” (Wangechi), 10
Embracing resistance, 106–107
“The Embryonic Challenge from Gen Y Calling for S.O.S. in Banking Industry: A Call for Action for HR Practitioner in Indonesia” (Luntungan, Hubeis, Sunarti, and Maulana), 10
Emerging adulthood (ages 18 to 25), 18–19
Emotional intelligence, 118
Employee engagement  
description of, 153  
Gallup study on, 154  
importance of recognizing  
Millennials, 154  
strategies for Millennial,  
155–157  
Towers Perrin’s study on,  
153–154  
See also Motivating the  
Indifferent competency;  
Workplace satisfaction  
Employee procurement  
as biggest challenge facing  
organizations, 59  
“Trying to Hire for the  
Graveyard Shift” scenario  
on, 64  
Xerox employee recruiting  
advertisement for, 59fig  
Employer–employee  
relationship. See  
Manager–Millennials  
tensions; Relationships  
Empowerment, considered by  
Millennial to be primary  
leadership role, 63  
Energy and urgency, 156  
Energy mind-set, 30t, 32  
Engaging the Self-Absorbed  
barriers  
bias of experience as, 88  
description of, 41t  
the fine line as, 93–95  
manager peer pressure as,  
92–93  
traditional management  
training as, 91–92  
trying to be like Millennials  
as, 91  
Engaging the Self-Absorbed best  
practices  
be curious about them, 89–90  
get in closer proximity to  
them, 89  
have empathy, 89  
investing in relationships  
with Millennials, 90–91  
shifting your focus to other  
people, 88–89  
Engaging the Self-Absorbed  
competency  
barriers to, 88, 91–95  
best practices of, 88–91  
description of, 40, 41t  
understanding how  
relationships improve work  
satisfaction, 95  
understanding that tacit  
knowledge requires  
building relationships,  
95–96  
“Why Can’t We Be Friends?”  
scenario on, 96–97  
See also Self-absorbed  
Entitled  
definition of being, 67t, 173t  
definition of incenting the,  
67t  
perceived orientation of  
Millennials, 39t, 173t  
recognize your value to  
overcome being perceived  
as, 179  
Envisioning competency  
category  
Broadening the Myopic, 40,  
42t  
Directing the Unfocused, 40,  
42t
Index

of effective managers of Millennials, 40
Motivating the Indifferent, 40, 42t
Espinoza, Chip
Managing the Millennials first edition written with Ukleja and Rusch, 7–8
Millennials Who Manage written with Schwarzbart, 28
Millennials@Work written with Miller, 170, 176
European Union demographics, 13
Expectancy theory, 69
Expectation Matrix, 60–61fig
Expectations
the ability of effective managers to set realistic, 29
age cohort's shared sense-making of, 24
Baby Boomer, 22, 23
Expectation Matrix to help set and understand mutual, 60–61fig
Generation X, 22
Millennials, 12, 22
perception of unfocused Millennials and challenge of understanding, 174t
sanctions for violating, 25
Vroom's expectancy theory on rewards and, 69
Experience
Broadening the Myopic competency and the bias of, 127–128
the challenge of lack of, 40, 42–43
Cultivating the Imaginative competency and the bias of, 76t–77
Directing (Include the Details) competency and the bias of, 139–140
Disarming the Defensive competency and the bias of, 103–104
Engaging the Self-Absorbed barrier competency and the bias of, 88
Flexing with the Autonomous competency and the bias of, 57–59
Incenting the Entitled competency and the bias of, 66–68
Motivating the Indifferent competency and the bias of, 150
Self-differentiating from the Abrasive competency and the bias of, 115–117
F
Failures. See Mistakes
Fairness, 108–109
Fall of the Berlin Wall, 21
FastCompany magazine, 100
Feedback
example of a Millennial assistant manager delivering critical, 104–105, 106
let Millennials know what happened with their ideas, 80–81
managers’ own experience with receiving, 103–104
Feedback (continued)

Millennials’ preoccupation with, 80
praising people and not just the technology in your,
156–157
workplace challenge of getting helpful, 173t
See also Achievement;
Disarming the Defensive competency

Financial Times
International, 8

The “Five Whys” exercise,
131–132

Flexing with the Autonomous competency
allowing freedom to negotiate their job description, 63
the bias of experience barrier to, 57–59
creating a scheduling team example of, 62–63
description of, 39, 41t
learning from our failure example of, 62
Millennial intrinsic value: work-life blending and,
56–57t
the psychological contract and, 60
recognizing Millennials have a life outside of work, 63
teaching how to set priorities example of, 61
Trying to Hire for the Graveyard Shift scenario of, 64

Focus
continuous partial attention of fragmented, 145
directing Millennials to help them to, 42t, 94, 137–146
know when to, 178
on the mission, 142
multitasking perceived as being lack of, 139–140
“Forever Young” (Dylan song), 44

Fountain of Youth search
(1513), 44
Friedman, Edwin, 117

G
Gajdzik, Bożena, 10
Gallup study on employee engagement, 154
“Generational Cohorts’ Expectations in the Workplace: A Study of New Zealanders” (Murray and Toulson), 9

Generational differences
embrace of technology and access to information, 7, 11, 17–18
historical events shaping, 5–7
Maslow’s hierarchy of needs used to explain, 151–152
six major value-shaping influences impacting, 13
See also Behavior

Generational rapport categories
adapting category of, 39, 41t
communicating category of, 40, 41t–42t
envisioning category of, 40, 42t
Index

Millennial values, perceived orientation, and, 38–39t
Generational rapport competencies
Broadening the Myopic, 40, 42t, 125–135
Cultivating the Imaginative, 39, 41t, 75–83
defining Millennials’ perceived orientations and, 39t, 41t–42t
Directing the Unfocused, 40, 42t, 137–146
Disarming the Defensive, 40, 41t, 99–112
Engaging the Self-Absorbed, 40, 41t, 85–97
Flexing with the Autonomous, 39, 41t, 55–64
Generational Rapport Inventory to measure, 117
Incenting the Entitled, 39, 41t, 65–74
Motivating the Indifferent, 40, 42t, 147–158
Self-Differentiating from the Abrasive, 40, 42t, 113–124
See also Managers; Millennial intrinsic values; Perceived orientations of Millennials
Generational Rapport Inventory (GRI)
assessing your Millennial-friendly culture using the, 166–167
description of the, 117
GRI report to assess your management training, 167–168
illustration of the, 167fig
Generational theory, 19–20
“Generation Gap Management in Restructured Metallurgical Enterprises in Poland” (Gajdzik and Szymszal), 10
Generations
Builders (born 1925–1945), 5, 19, 22, 40, 115, 150, 151
comparing Millennial value system and worldview to other, 13–15
Generation X, 6, 22, 40, 88, 115, 151
Mannheim’s theory on sociological construct of, 11
six major value-shaping influences impacting every, 13
technology as the new context for shaping, 11
See also Age cohorts; Baby Boomers (1946–1964); Millennials (Gen Y)
“Generations and Collective Memories” (Schuman and Scott), 21–22
Generation X (Gen Xers) attitudes and expectations of, 22
demographics of, 25
familiarity between Builders, Baby Boomers, and, 40
informality practiced by, 115
Maslow’s hierarchy of needs applied to, 151
values and historical events shaping the, 6
INDEX

Generation X (Gen Xers) (continued)
  willingness to change for managers, 88
Gen Y. See Millennials (Gen Y)
Gen Z (iY, Homeland, or O) [born 2001-]
  description of the, 7
  historical events shaping the, 8
Gesell, Arnold, 18
GI Bill, 5
Global aging, 12–13
Go for feedback skill, 178
Go for the details skill, 177
Google headquarters, 151–152
Gorillas in the Mist (Gruber), 77
The Grapes of Wrath (Steinbeck), 151
Great Depression, 5, 6, 20, 21
Great Recession (2008 to 2009)
  impact on Baby Boomers by the, 13, 133
  impact on Gen X(ers) by the, 133
Group and age norm theory, 23–24
Group norms
  generational tensions over workplace, 25
  reward or affirmation for violating, 25–26
Gruber, Peter, 77
“Grumpy Old Man” sketch (Saturday Night Live), 68
Harvard Business Review, 127, 145
Harvard Business School’s The Social Enterprise Club, 149
Helicopter parents, 100–101, 102–103, 169
Hierarchy of capabilities, 152–153
Higher Education Research Institute (HERI) report, 148–149
Hills, Caroline, 10
Hiring. See Employee procurement
Hofstede, Geert, 11
Hubeis, Aida Vitayala, 10
Human Resource Executive, 4
Human resources (HR)
  helicopter mom confronting, 100–101
  selecting of effective and challenged managers during study by, 33
Hurricane Katrina, 149, 157–158

I
If an Idea Falls in a Meeting and No One Wants to Hear It, does It Make a Sound? scenario, 82–83
Imaginative orientation
  as perceived orientation of Millennials, 39t, 41t, 173t
  rigid processes and proving my value challenge of perceived, 173t
“The Impact of a Performance Management System on Service Delivery in the City

H
Haitian earthquake, 149
Hamel, Gary, 152–153
Hammarplast AB, 19

202
Index

of Johannesburg Metropolitan Municipality” (Radebe), 10

Incenting the Entitled competency the bias of experience barrier against, 66–68
description of, 39, 41t
keeping them informed, 70–71
learning from our success, 71–73
Millennial intrinsic value: reward and, 66
rewarding the right things, 69–70
rewarding the right way, 68–69
“That’s Just Not Our Philosophy” scenario, 73–74
See also Rewards

Indian Ocean tsunami, 149

Indifference
description of, 42t, 148t
go for the details to overcome being perceived as, 177
lack of patience workplace challenge due to perception of, 174t
as perceived orientation of Millennials, 39t, 174t
Towers Perrin’s study on signs of, 154
See also Apathy

Informality
intrinsic value of Millennials, 39t, 114–115
manager’s bias of experience response to, 115–117

Millennial association of authority with, 115, 116–117
Millennial’s practice of usurping authority through, 116–117
practice by both Baby Boomers and Gen X(ers) in their youth, 115
story of provost’s response do a student’s, 115–116

Information, Millennials’ use of technology and access to, 7, 11, 17–18
Initiative capability, 152, 153
Inside the NFL (HBO TV show), 66–67
Instrumentality, 69
Intellect capability, 152, 153
Intrinsic values. See Millennial intrinsic values
ISIS, 8

J
Jackson, Michael, 21

Japan
Yutori generation (Millennials) of, 12
Yutori teaching method in, 12
Job gap trend, 12–13

K
Kennedy assassination, 6, 21
King assassination, 6, 21
Knowledge brain drain, 96
Knowledge economy emergence of, 95
inability to transfer tacit knowledge threat to the, 95–96
Knowledge economy (continued)
mentoring Millennials to transfer tacit knowledge, 170
Know when to focus skill, 178
Korean War, 5
KTR analysis (kick the tires report) story, 144

L
Lack of experience, 40, 42–43
Lack of patience
challenge of being perceived as having, 174
comparing people who are patient to those with, 176
importance of coaching to overcome, 175
Lady Gaga, 101
Lähteenmäki, Suvi, 10
Latchkey kids, 6
Learning from failure, 109–110
Leavitt, Harold, 82
Leonardo da Vinci, 127
Life course theory, 21–23
Lipman-Bluman, Jean, 82
Little League volunteer work, 29
Locus of control
that Millennials have in their workplace, 174
that Millennials have over their workplace challenges, 175
Luntungan, Irving, 10

M
The Management Bible (Nelson and Economy), 72–73
Management training
adding Hamel’s hierarchy of capabilities to, 152–153
emotional intelligence, self-leadership, and systems thinking focus of, 118
Engaging the Self-Absorbed barrier of traditional, 91–92
GRI report to assess effectiveness of your, 167–168
shifting focus on managers instead of followers during, 117–118
“Manager as Career Coach” scenario, 145–146
Managerial leaders
comparison of what Millennials want from their workplace and what they want from, 175
Gary Yukl on responses to the influence of a, 106–107
resistance versus compliance responses to, 107
Managers
the difference between what Millennials hear and what is said by the, 70
difference between your person and your role as a, 119
disconnects between Millennials (Gen Y) on their, 8–12
findings on effective versus the challenged, 27–34
helicopter parents confronting, 100–101
Millennials who are, 28
perception of success by, 103–104
selective attention applied to perceptions of Millennials by, 26
their own experience with receiving feedback, 103–104
See also Generational rapport competencies
Manager–Millennials tensions
ageism by some managers against Millennials, 43–45
“being special” self-perception of Millennials and, 14–15
beware of triangulating during, 119–120
cultural differences in power distance and, 11–12
the difference between what manager’s say and what Millennials hear, 70t
disconnects between managers and the Millennials causing, 8–12, 35–36
learning to bridge the gap causing, 15–16
See also Conflict; Millennials (Gen Y)
Managing Generational Diversity at the Workplace Expectations and Perceptions of Different Generational Employees (Angeline), 9
“Managing ‘Generation Y’ Occupational Therapists: Optimizing Their Potential” (Hills, Ryan, Warren-Forward, and Smith), 10
Managing the Millennials (Espinoza and Ukleja), 7–8
Mannheim, Karl, 11, 20
Marino, Dan, 66, 67
Martins, Ellen, 10
Martins, Nico, 10
Maslow, Abraham, 150
Maslow’s hierarchy of needs, 150fig–152
Maturational theory, 18–19
Maulana, Agus, 10
Meaning
Higher Education Research Institute (HERI) report on their social concerns and, 148–149
as intrinsic value of Millennials, 39t, 148–149
providing them reasons for why it is worth doing, 155
“The Storm after Katrina” scenario on importance of, 157–158
Melnychuk, Natasha, 10
Mentoring Millennials to develop seven skills for overcoming roadblocks, 177–179
in lack of patience area, 175–176
to overcome their workplace challenges, 171t–176t
why Millennials need mentoring, 169–170
Micromanaging behavior, 56
Millennial-friendly culture ask Millennials what they want for a, 163–164
Millennial-friendly culture
(continued)
Generational Rapport
Inventory (GRI) to assess, 117, 166–168
identify your all-stars and provide them a platform for, 161–163
involve your managers in the conversation, 163
promote the core competencies for managing today’s workforce, 165–166
suspend organizational bias against Millennials, 164–165
Millennial intrinsic values
achievement, 39t, 100–103
attention, 39t, 86–87
comparing perceived orientations, managerial competencies, and, 39t
informality, 39t, 114–115
meaning, 39t
multitasking, 39t, 138, 139–140
reward, 39t, 65–74
self-expression, 39t, 76
simplicity, 39t
work-life blending, 39t, 56–64
See also Generational rapport competencies; Values
Millennials@Work (Espinoza), 170, 176
Millennials (Gen Y)
attitudes and expectations of, 12, 22
comparing value system and worldview of other generations and, 13–15
demographics of, 25
the difference between what manager’s say and what they hear, 70t
embrace of technology and access to information, 7, 11, 17–18
historical events shaping the, 7, 149
as the largest age cohort in the workforce, 3–4
Maslow’s hierarchy of needs applied to, 151
mentoring, 169–179
perceived orientations of, 36
roadblock metaphor for workplace challenges facing the, 171t
selective attention applied to perceptions about, 26
self-esteem movement and feeling special characteristic of, 14–15
self-reporting on the lack of experience challenge facing, 42–43
social comparisons between Baby Boomers and, 24
under pressure to succeed, 101–102
Yutori generation (Japan), 12
See also Generations; Manager–Millennials tensions
Millennials interview study to examine disconnect between managers and Millennials, 8–12, 35–36
findings on effective versus the challenged managers, 27–34
findings on perceived orientations of Millennials during, 36–37
the survey questions asked and answers during, 45–52
testing the face-value validity of the, 36–37
“The Millennials” sketch (Saturday Night Live), 4
Millennials study hypothesis of the, 170–171
inductive research leading to the deductive, 170
survey questions and answers used during the, 45–51
Millennials survey questions
1: have you ever felt you were treated differently due to age?, 45, 46–47
2: do you perceive being younger worker an advantage or disadvantage, 45, 47–50
3: reason you think you might be denied opportunity for advancement, 46, 50–51
4: ever felt an older worker intentionally gave you a hard time, 46, 51
Millennials Who Manage (Espinoza and Schwarzbart), 28
Mission, 142
Mistakes consequential thinking model to help them avoid making, 130/fig–131
directing Millennials but allow them to make, 143
disarming criticism by talking about your own, 104
learning from, 109–110
Mortgage Crisis, 8
Moscow University, 8
Motivating the Indifferent competency the bias of experience barrier of, 150
description of, 40, 42t, 148t
Hamel’s hierarchy of capabilities and, 152–153
Maslow’s hierarchy of needs and, 150/fig–152
“The Storm after Katrina” scenario on, 157–158
strategies for, 155–157
understanding that meaning is what drives Millennials, 148t–149
See also Employee engagements
Motivating the Indifferent strategies allowing for personal choice, 155–156
creating a sense of urgency, 156
praise people and not the technology, 156–157
remember the importance of “why” before “what,” 157
tell them why it is worth doing, 155
Motivation how social concerns and meaning drive Millennials,’ 39t, 148–149
INDEX

Motivation (continued)
  Maslow’s hierarchy of needs and, 150 fig–152
Multitasking
  the bias of experience by managers against, 139–140
  as intrinsic value of Millennials, 39t, 138
  research findings on adverse effects of, 145
Murray, Kristin, 9
“Musical Booths” scenario, 110–112
Myopic Millennials
  broadening by showing them the big picture, 94, 126t
  consequential thinking model to help them see consequences, 130 fig–131
  the “Five Whys” exercise to broaden, 131–132
  a lack of experience challenge when perceived as, 174 t
  as perceived orientation, 39t, 42t, 174 t
  see the big picture to overcome being perceived as, 177
See also Broadening the Myopic competency; Simplicity

N
  NASA brain drain, 96
  Nelson, Bob, 72
  New Deal, 5
  9/11, 7

Nixon, Richard M., 6
  Nurturing parenting style, 86

O
  Obedience capability, 152, 153
  Oil bust (1980s), 133
  Outside observer perceptual positioning, 38

P
  Parenting style
    Dr. Spock’s impact on, 87, 101
    nurturing, 86
    placing Millennials under pressure to succeed, 101–102
  Parents
    helicopter, 100–101, 102–103, 169
    informality between Millennials and their, 115
  Partnering for performance, 141–142
  Passion capability, 152, 153
  Patience
    challenge of being perceived as lacking, 174 t, 175
    difference between people who are impatient to those who are, 176
    importance of coaching, 175–176
  Perceived orientations of Millennials
    abrasive, 39t, 42t, 174 t
    autonomous, 39t, 41t, 173t, 178–179
    defensive, 39t, 41t, 173t, 177, 178
Index

defining managerial competencies, and, 39t, 41t–42t
description of the, 36 entitled, 39t, 41t, 67t, 173t, 179
imaginative, 39t, 41t, 173t indifferent, 39t, 42t, 174t
myopic, 39t, 42t, 174t, 177
nine forms of, 38–39t, 41t–42t
self-absorbed, 39t, 41t, 173t, 177
testing the face-value validity of findings on, 36–37
unfocused, 39t, 42t, 138t, 174t, 178
See also Behavior;
Generational rapport competencies; specific orientation

“Perceptions of Age Generations Regarding Employee Satisfaction in a South African Organisation” (Martins and Martins), 10

Perceptual positioning
our own interpretation as first form of, 37–38
outside observer as third form of, 38
“walk a mile in another person’s shoes” as second form of, 38

Persian Gulf War, 6

Personal choice, 155–156
Pet peeves, 121
Poldrack, Russell, 145
Pollack, Scott, 16
Ponce de León, Juan, 44

Popcorn, Faith, 44

Power distance

cultural differences between high and low, 11–12
description of, 11

Power mind-set, 30t, 31–32

Power plays
resistance that becomes a, 107 “step to their side” in order to avoid, 107–108

Praising, 156–157

Presence, 120

PricewaterhouseCoopers, 16

Priority setting, 61

Psychological contract, 60

R

Radebe, Patrick Qena, 10
Rath, Tom, 95

Recognize your value skill, 179

Relationship building
be curious about Millennials, 89–90
get in closer proximity to Millennials, 89
invest in the relationship, 90–91
overcoming being perceived as self-absorbed by, 177
show empathy, 89
See also Trust

Relationships
disarming feedback by also reassuring them about your, 105

Expectation Matrix to set expectations for employer-employee, 60–61

how perception impacts, 37
INDEX

Relationships (continued)
perceptual positioning and, 37–40
psychological contract of the employer-employee, 60
understanding that tacit knowledge requires building, 95–96
understanding that work satisfaction is influenced by, 95
walking the fine line in, 93–95
“Why Can’t We Be Friends?” scenario on, 96–97
See also Boundaries
Resistance
commitment, resistance, compliance, continuum, 107/fig
embracing, 106–107
“Retaining the Millennial Generation within the Canadian Public Sector” (Melnychuk), 10
Rewards
how constant affirmation can undermine genuine recognition and, 100
as Millennial intrinsic value, 39t, 66
offering the right things as, 69–70
Star of the Month story on the wrong, 68–69
Vroom’s expectancy theory on instrumentality, valence, and, 69
See also Incenting the Entitled competency
Roadblock challenge metaphor
skills for overcoming seven workplace roadblocks, 177–179
strategies for overcoming workplace challenges, 172, 174–176
for workplace challenges facing Millennials, 171
Roadblocks
1: being perceived as self-absorbed, 177
2: being perceived as indifferent, 177
3: being perceived as myopic, 177
4: being received as unfocused, 178
5: being perceived as defensive, 178
6: being perceived as autonomous, 178–179
7: being perceived as entitled, 179
Roosevelt, F. D., 5
Ross, Alistair, 9
Royal Society, 96
Ryan, Buddy, 67
Ryan, Susan, 10
Ryder, Norman, 17

S
Sacks, Danielle, 100
Sanctions, 25
San Diego State University, 14
Saturday Night Live (TV show)
“Grumpy Old Man” sketch of the, 68
“The Millennials” sketch of the, 4
Scenarios
“Big Picture Thinking on the Big Picture,” 135
“Dinner for One,” 123–124
If an Idea Falls in a Meeting and No One Wants to Hear It, does It Make a Sound?, 82–83
“Manager as Career Coach,” 145–146
“Musical Booths,” 110–112
“The Storm after Katrina,” 157–158
“That’s Just Not Our Philosophy,” 73–74
“Trying to Hire for the Graveyard Shift,” 64
“Why Can’t We Be Friends?,” 96–97
Schultz, Howard, 19–20, 21
Schwarzbart, Joel, 28
Scott, Jacqueline, 21
See the big picture skill, 177
Selective attention, 26
Selective perception, 70
Self-absorbed
building a relationship to overcoming being perceived as, 177
engaging the, 86t
not getting respect or taken seriously workplace challenge of perceived, 173t
as perceived orientation of Millennials, 39t, 41t, 173t
story of cocktail party and the, 85–86
See also Attention; Engaging the Self-Absorbed competency
Self-differentiating from the Abrasive competency
balancing separateness and togetherness for, 119
beware of triangulating, 119–120
bias of experience barrier to, 115–117
confessions from managers who have developed a, 121–122
description of the, 42t
“Dinner for One” scenario on, 123–124
know the different between your role and your person for, 119
now where they end and you begin, 118
to self-differentiate from the abrasive, 95, 114t
think about your presence for, 120
understanding that it is all about you, 117–118
Self-efficacy mind-set, 30t, 31
Self-esteem movement, 14
Self-expression
competitive advantage of creative, 78
as Millennial intrinsic value, 39t, 41t, 76
Self-leadership, 118
Sense-making
age cohort’s shared self-identity and, 23–24
of expectations, 24
of group norms or social contract, 25–26
of sanctions, 25
| Sense of urgency, 156                                      | Stone, Linda, 145                                                                 |
| Separateness and togetherness balance, 119               | “The Storm after Katrina” scenario, 157–158                                      |
| Sexual Revolution, 21                                     | Success                                                                           |
| Shula, Don, 67                                            | the bias of experience and manager’s perception of, 103–104                      |
| Simplicity                                               | Hamel’s value creation of capabilities for, 152–153                              |
| consequential thinking model                             | Millennials under tremendous pressure for, 101–102                                |
| to help them see possible outcomes of, 130fig–131        | Success mind-set, 30t, 32–33                                                     |
| the “Five Whys” exercise to assess feasibility of, 131–132| “Sully” and US Airways Flight 1549, 8                                              |
| as intrinsic value of Millennials, 39t, 126–127          | Sunarti, Euis, 10                                                               |
| Leonardo da Vinci on the ultimate sophistication of, 127  | Systems thinking, 118                                                           |
|                                                          | Szymszal, Jan, 10                                                               |
| See also Broadening the Myopic competency; Myopic Millennials |                                                                 |
| Smith, Derek, 10                                          | T                                                                                |
| Snap judgments, 106                                       | Tacit knowledge                                                                 |
| Social change                                             | brain drain and loss of, 95–96                                                   |
| cohort flow interplay between individual age and, 23      | mentoring Millennials to transfer, 170                                            |
| as partly result of successive generations adapting       | Teach For America, 149                                                          |
| institutions, 22–23                                       | Technology                                                                      |
|                                                          | Generation X’s relationship with, 6                                              |
| Social concerns, 148–149                                  | Millennial habit of multitasking with their, 139                                 |
| Social contract, 25                                       | Millennials’ access to information and embrace of, 7, 11, 17–18                  |
| The Social Enterprise Club                                 | as the new context for shaping generations, 11                                   |
| (Harvard Business School), 149                            | praising people and not use the, 156–157                                        |
| Somalian Pirates, 8                                       | Terrorism, 7                                                                    |
| Spock, Dr. Benjamin, 87, 101                              | “That’s Just Not Our Philosophy” scenario, 73–74                                 |
| Star of the Month story, 68–69                            |                                                                                   |
| Steinbeck, John, 151                                       |                                                                                   |
| “Step to their side” concept                              |                                                                                   |
| 107–108                                                   |                                                                                   |
| Stereotype threat, 44                                     |                                                                                   |
| Stilwell, Maggie, 9                                       |                                                                                   |
Index

Thinking outside of the box mantra, 78
Three Mile Island disaster, 6
Togetherness and separateness balance, 119
Toulson, Paul, 9
Towers Perrin study, 153–154
Triangulating, 119–120
Trust
  built by talking about your own mistakes, 104
  built through successful communication, 70–71
See also Relationship building
“Trying to Hire for the Graveyard Shift” scenario, 64

Turning to One Another (Wheatley), 90
Turun yliopisto University of Turku, Finland, 10
Twenge, Jean, 14
“Twentysomethings.” See Millennials

V

U
Ukleja, Mick
  Managing the Millennials first edition written with Espinoza and Rusch, 7–8

Unfocused Millennials
description of, 42t
know when to focus to overcome being perceived as, 178
perceived orientation of, 39t, 42t, 138t, 174t
understanding expectations challenge and perception of, 174t

See also Ambiguity; Directing (Include the Details)
  competency
University of South Africa Institutional Repository, 10
Urgency and energy, 156
Ury, William, 108
US Airways Flight 1549 and “Sully,” 8
U.S. Census Bureau, 25
Usurping authority, 116–117

V
Valence concept of reward, 69
Value creation of capabilities, 152–153
Values
generational theory on behavior and, 19–20
group and age norm theory on behavior and, 23–24
life course theory on behavior and, 21–23
maturational theory on behavior and, 18–19
See also Millennial intrinsic values
Video games, 6
Vietnam War, 5, 21
Vital Friends (Rath), 95
Volunteer work, 29
Vroom, Victor, 69

W
Wangechi, Joan Mwangi, 10
Warren-Forward, Helen, 10
Watergate, 21
Wheatley, Margret, 90
“Why Can’t We Be Friends?” scenario, 96–97
Women’s Liberation Movement, 5, 21

Work-life blending value
Flexing with the Autonomous competency and, 56–57
freedom to negotiate their job description issue of, 63
management’s recognition of their life outside of work issue of, 63
as Millennial intrinsic value, 39t, 56

Workplace
building a Millennial-friendly culture in the, 161–168
comparison of what Millennials want from their leaders and what they want in the, 175t
continuous partial attention phenomenon in the, 145
exodus of the Baby Boomers from the, 13
mentoring Millennials in the, 169–179
Millennials as the largest age cohort in the, 3–4

Workplace challenges
comparison of manager perceptions of Millennials and their, 172, 173t–174t
degree of locus of control and, 174, 175t
seven skills for overcoming roadblocks or, 177–179
strategies for overcoming roadblocks, 172, 174–176t
three categories of, 172

Workplace satisfaction
freedom to negotiate their job description issue of, 63
management’s recognition of their life outside of work issue of, 63
understanding how good relationships improve, 95
See also Employee engagement

Workplace skills
1: build a relationship, 177
2: go for the details, 177
3: see the big picture, 177
4: know when to focus, 178
5: go for feedback, 178
6: be accountable, 178–179
7: recognize your value, 179

Work schedules
creating a scheduling team example of flexing, 62–63
teaching how to establish priorities example of flexing, 61

World War II, 5, 21

X
Xerox employee recruiting advertisement, 59fig

Y
Yukl, Gary, 106–107
Yutori generation (Japanese Millennials), 12
Yutori teaching method (Japan), 12