

Generational Chart

GENERATION	G.I./Veteran	SILENT/Traditionalist	BABY BOOMER	GENERATION X/ Baby Busters	GENERATION Y/ Nexters	MILLENNIALS
BIRTH YEARS	1902 - 1924	1925 - 1945	1946 - 1964	1965 - 1980	1981 - 1999	2000-2009
Coming of Age Years	1920 - 1942	1943 - 1962	1963 - 1978	1979 - 1997	1998-present	
TECHNOLOGICAL INFLUENCES	Birth Years	Birth Years	Birth Years	Birth Years	Birth Years	Birth Years
Equipment design	Machine	Assembly Line	Assembly Line	Computer	Personal Computer, V-Chip	Laptop
Communication	In-person, Telephone	Radio, Family Television	Individual Televisions, cable	Mobile phone, satellite television, faxing	Internet, Cellular phone, web-streaming	Texting, Facebook, Twitter
Scientific Moment	Quantum theory/ Antimatter	Atomic energy/Hydrogen bomb	Atomic Bomb	First Man on Moon	Cloning	Stem cell research
Educational Attainment	12 th Grade	H.S. Diploma	Post H.S.	College	Master's level	
Energy	Electricity	Fossil Fuel	Fossil Fuel	Solar/Nuclear	Nuclear	Solar/ Alternative
Transportation	Boat/Train	Automobile/Trolley	Automobile/Bus	Airplane/Subway	Helicopter/ Individual Car	Limousine/ SUV
SOCIETAL INFLUENCES	Coming of Age Years	Coming of Age Years	Coming of Age Years	Coming of Age Years	Coming of Age Years	Coming of Age Years
War	Europe -- World War II	World War II, Korean War	Vietnam	Persian Gulf -Desert Shield/ Desert Storm	Afghanistan -- Enduring Freedom	
Youth Event	End of Child Labor	Anti-war/Anti-nuclear protests	Kent State University, Haight-Asbury riots	Tiananmen Square, Beijing	Columbine	
World Event	Lindbergh Flight	Pearl Harbor	Assassinations: Jack, Martin, Bobby	Release of Nelson Mandela ; Berlin Wall comes down	End of Apartheid	
Political Mood	Prohibition; National Origins Act restricting "undesirable" immigrants	Big Government -- Patriotic	Big Government - - Distrust	Conservative; End of Cold War	End of Busing; Welfare Reform	

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<i>SOCIETAL INFLUENCES</i>	<i>Coming of Age Years</i>	<i>Coming of Age Years</i>	<i>Coming of Age Years</i>	<i>Coming of Age Years</i>	<i>Coming of Age Years</i>	<i>Coming of Age Years</i>
Immigration	Southern and Eastern European; Chinese	Restrictions	White European	Diverse	Restrictions	
Political Change Catalyst	War	War	Protest/Strikes; Watergate	Whistle Blowers; Rodney King	Media; Oklahoma City bombings; 9/11	
Favorite TV Show	N/A	Father Knows Best	Star Trek/MASH	Seinfeld	The Simpsons/The Cosby Show	
Musical Genre	Classical	BeBop/Jazz	Rock'n Roll/R & B	Rap/Heavy Metal	Gangsta Rap/Punk	
Social Conscious	Holocaust	Women's Suffrage	Civil Rights/Women's Lib	Live Aid; volunteerism; appreciation for diversity; care about environment	Humanitarian Aid, heroism	
Diversity Event	Women's right to vote		Racial integration, Women in the workforce	Coming "out of the closet", interracial & inter-religious marriages	Gay marriage, multiculturalism	
<i>BUSINESS INFLUENCE</i>	<i>Coming of Age Years</i>	<i>Coming of Age Years</i>	<i>Coming of Age Years</i>	<i>Coming of Age Years</i>	<i>Coming of Age Years</i>	<i>Coming of Age Years</i>
Economic Environment	New Deal	Depression	Boom	Recession/Recovery	Global Expansion/Recession	
Change Rate	Steady	Explosive	Explosive	Turbulent	Constant	
Business Growth	Steady	Affluent	Explosive	Downsizing/Recovery	Recovery/Bankruptcy	
Competition	Companies	Companies	Co-worker	Global	Global	
Primary Worker	Defense	Blue Collar	White Collar	Entrepreneur	Service Provider	
Industry Base	Defense	Manufacturing	Information	Service	Retail/ Information Systems	
<i>VALUES OUTCOMES</i>	<i>Coming of Age Years</i>	<i>Coming of Age Years</i>	<i>Coming of Age Years</i>	<i>Coming of Age Years</i>	<i>Coming of Age Years</i>	<i>Coming of Age Years</i>
Slogan	All dressed up and no place to go	Bring the boys home!	Make love, not war	Duh! Just Do It! Think outside the box.	It's a gift! Push the envelope. Achieve now.	
Gender Roles	Woman dependent on Man	Interdependent, separate but equal	Equality of sexes	Independent, hesitant to commit	Sociable, collaborative, inclusive	

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View of Children		Should be "seen and not heard" Never question the Golden Rule or 10 Commandments	Seen and heard	Do, say now. Think later.	Say/Play it Loud!	
Parenting Style	Protective	Spoilers	External Child Care	Give to Grandparents, single parenting	Grandparents co-parent w/parents	
View of Authority	Do not question authority	Don't 'rock the boat", break the rules or disrespect authority	Love/hate: Don't listen to "the man"; absolute truth worldview; committed to rules	Skeptical: Evaluate everything carefully, accept it if it's meaningful/useful; situational ethics	Continually question standards and expectations	
Work Ethic			Driven: 60-hour work week; Sacrificed children for career	Work-life balance	Change jobs frequently; view resume as key to success	
Goal of work	Support Troops	Production, no wasting of time, needs of the group outweigh those of the individual	Wealth, autonomy, sense of meaning, chance to learn new things, fair and level playing field, team perspective	Viability, avoid office politics, independent thinker, quality of life, individual growth and development	Prosperity, to be challenged and make own choices, sense of entitlement, individual defines the workplace	
Reason for Working	Expected	Required; strong loyalty to an organization	Experimentation, Self-fulfillment	Need 2 incomes, survival	To pay for personal wants and desires	
Career Objective	Corporation	Gold Watch	Self-Employment	Executive Suite	To be a "Star"	
Customer Service mindset	Internal - Union	External-Paying	Serve Yourself	That's Whack	Internal	
Reference Point	Family	Patriarch	Parents/Peers	Peer/ Gang	Self/Crew	

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Technological Ability in 2009	Limited	Challenged	Familiar	Proficient	Advanced	
Strategies for Supervisors in the Workplace		Build trust through inclusive language (we, us); know that giving your word is the equivalent of a signed, ironclad contract; face-to-face or written communication, using formal language; formal professional relationship	Detail-oriented communication/ requests, with options; telephone or in-person contact, with body language being important; allow to work on own; teach where they fit in the big picture; respect their experience; know them on a personal level; keep regular schedules and routines; focus on processes	Straightforward, specific and accurate communication, informally delivered; e-mail for non-critical or routine issues; listen and allow feedback; earn respect by demonstrating competence; mentor in a collegial relationship; focus on tangible results, not processes; set clear deadlines and provide ongoing feedback; avoid micro-managing; provide opportunities for interaction/ teamwork; value the individual and celebrate successes; give verbal instructions	Electronic, faster communication; create visual pictures; treat as an equal, regardless of level of training/experience; value the individual; provide desired end result but let method up to individual; give constant opportunity for feedback; coach, mentor and encourage; provide state-of-the-art resources and training; offer challenging assignments; create positive, friendly environment; flexible schedules; good pay; goal- and achievement-oriented; use humor and allow employees to have fun; learn from employees (reverse mentoring)	

Adapted from SMART Consulting, 2006. Other sources: White, 2008; Pew Research Center, 2007; Schlessinger Media, 2003; Skidmore, 2007; Social Security Online, 2009; Rosenberg, 2009; U.S. Census Bureau, 2006; BBHQ, 2009; Dahlin & Garrison, 2004.