

The Multi Generational Workforce

Competency development – What works?



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Competency development – What works?

Agenda

Defining the generations

Themes of difference and conflict

The research

Real differences in the workplace

Developing a competency model

Leadership skills for multigenerational teams

Talent management, succession planning

Four generations

Traditional/Veterans

b.1930 -1943

Baby Boomers

b.1943-1960

Gen X

b. 1960-1980

GenY (Millennials)

b. 1980-2000



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Traditionals

now aged 66-80

Influencing events

- Great depression, WW2, New Deal, Korean War

Stereotype

- Formality, hierarchical approach to management, respect, obedience, company loyalty, job security



Baby Boomers now aged 49-66

Influencing events

- Civil Rights,
- Women's Lib, sexual revolution,
- Dual incomes,
- Cold War,
- Space exploration

Stereotype

- Competitive, defined by work
- Change resistant, not motivated to learn new skills
- Enjoy material wealth



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Gen X

now aged 29-49

Influencing events

- Latch key kids, divorced parents, internet, technological change.

Stereotype

- Independent, self reliant, cynical, averse to rules,
- Opportunistic, thrill seekers, versatile
- Technically competent
- Enjoy teams, close group of friends.



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Millennials now aged 9 - 29

Influencing events

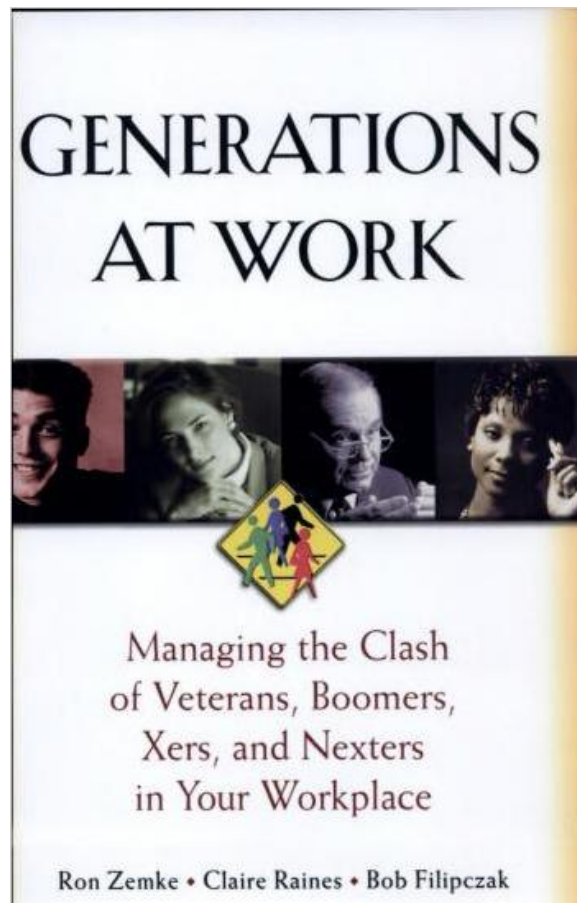
- Working parents, affluence
- car seat generation,
- electronic entertainment
- 24/7 world

Stereotype

- Funseeking,
- multi taskers, easily bored
- interactive, informal, participative,
- less competitive
- Want it all, now



R U @ Wrk?



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OLD FARTS AND UPSTARTS:

Crisis in the Cross-Generational Workplace

- “They have no work ethic. They’re just a bunch of slackers.”
- “So I told my boss, ‘If you’re looking for loyalty, buy a dog.’”
- “A hiring bonus! Wet behind the ears and he wants a hiring bonus! At his age, I was just grateful I had a job.”
- “I have a new rule. I will not attend meetings that start after 5 P.M. I have a life.”
- “He’s been out of training and in the field for six months and he wants a promotion—a promotion!”
- “She wants a ‘career map.’ Hell! I don’t even know if there will *be* a customer relations department this time next year.”
- “He asks me, ‘Do you have an e-mail address?’ I felt like telling him, ‘since you were in diapers, buddy!’”
- “If I hear ‘We tried that in ’87’ one more time, I’ll hurl in his wrinkly, old face.”

Limitations of the generational perspective

- Events may affect people in different ways
- Events occur in a national or regional context, not global
- Are differences due to generation or life stage?
- Over generalisation → stereotypes
- Focus on differences



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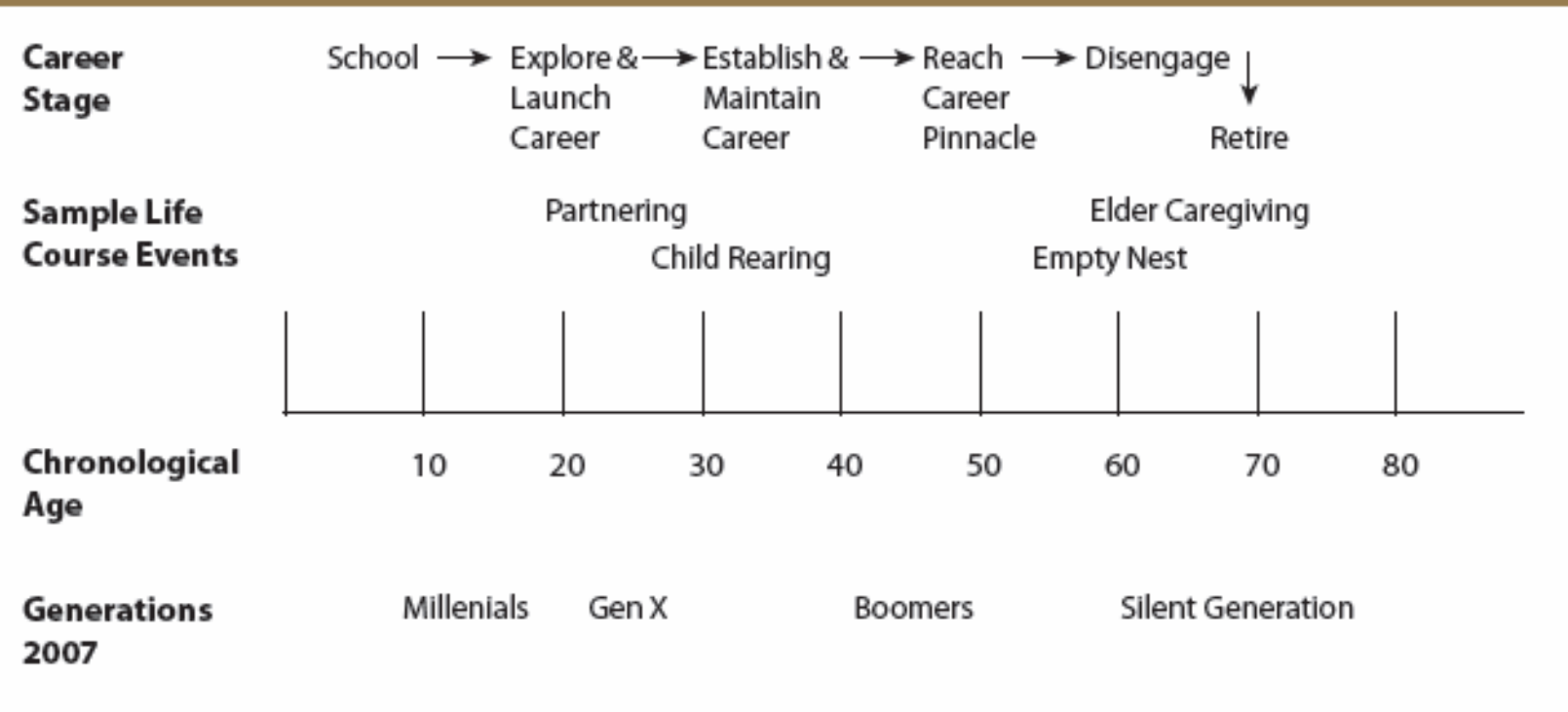
5 perspectives on age

- Chronological
- Life stage
- Organisational
- Psychosocial
- Functional

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Figure 2: Traditional Concepts of the Intersections of Age, Generation, Life Course, and Career Stage



Chronological age

- Demotivation due to expectations of retirement feelings of redundancy.
- Stereotypical beliefs
 - Older workers unwilling to change
 - Poor learners
 - Computer illiterate
 - Not worth training because will not be around long.
- The self fulfilling prophecy

Lack of motivation is likely due to managerial attitudes not age.

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Functional age Physical/mental functioning.

- General knowledge, verbal communication skills increase
- Perception, working memory, abstract reasoning, multi tasking decline
- Experience and knowledge mitigate the effects of cognitive decline
- Oldest workers rated more productive than the youngest, less than mid age

Organisational age

- Years in organisation
- Career stage
- Obsolescence – increases with age
 - Reduced in those with high need for achievement and high levels of organisational participation

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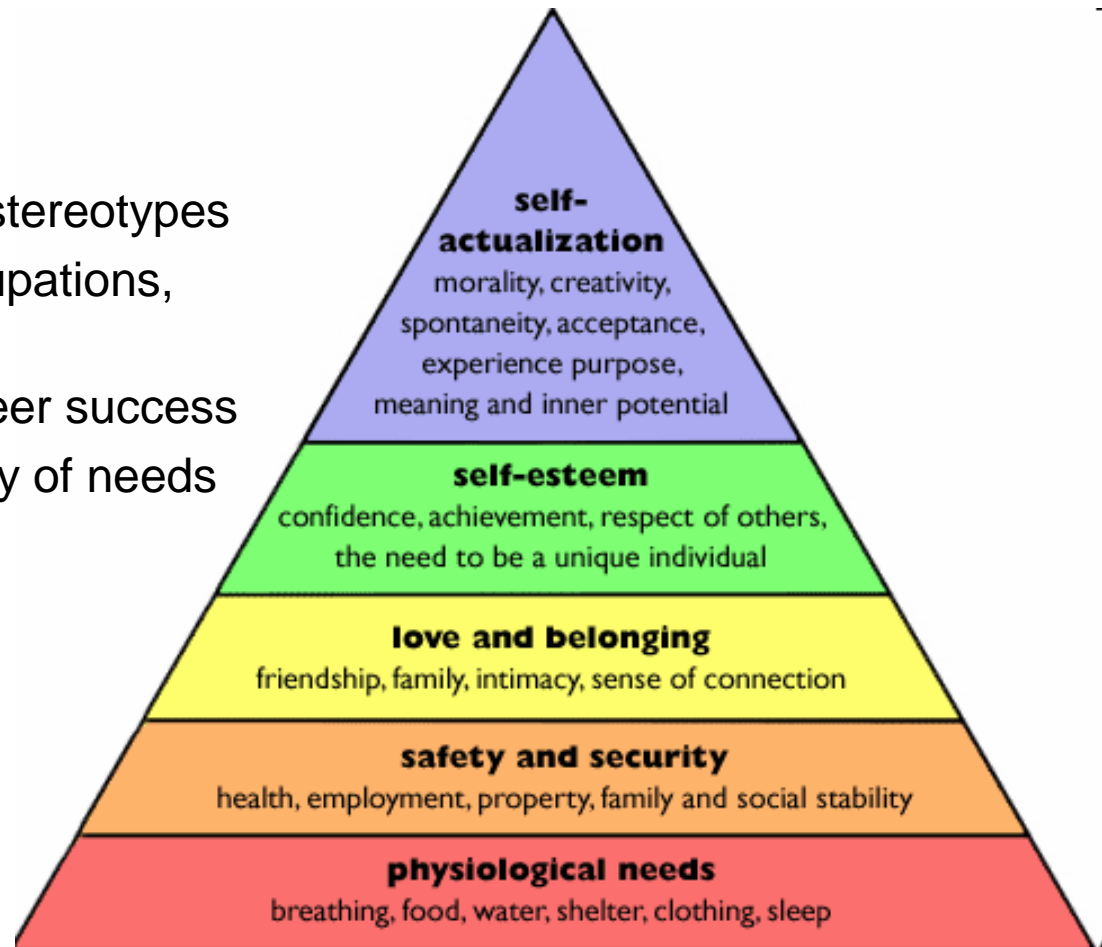
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Psychosocial age

- How the individual feels
- Influenced by age norms and stereotypes
- Norms present in society, occupations, organisations
- Norms of what constitutes career success
- Motivation - Maslow's hierarchy of needs

Life stage

- Economic motivation
- Leisure more valued with age
- Youngest workers can accept more risk





The Research

Myths of aging in

- Popular literature, media, conversations, jokes
- Organisational culture - Reinforced by policies and procedures

Belief that

- certain behaviours appropriate for certain ages.

In fact

- People age at different rates – physically, mentally
- Individual differences within cohort increase with age
- No significant differences between ages in task performance, creativity, commitment, need for personal satisfaction in work

Longitudinal studies

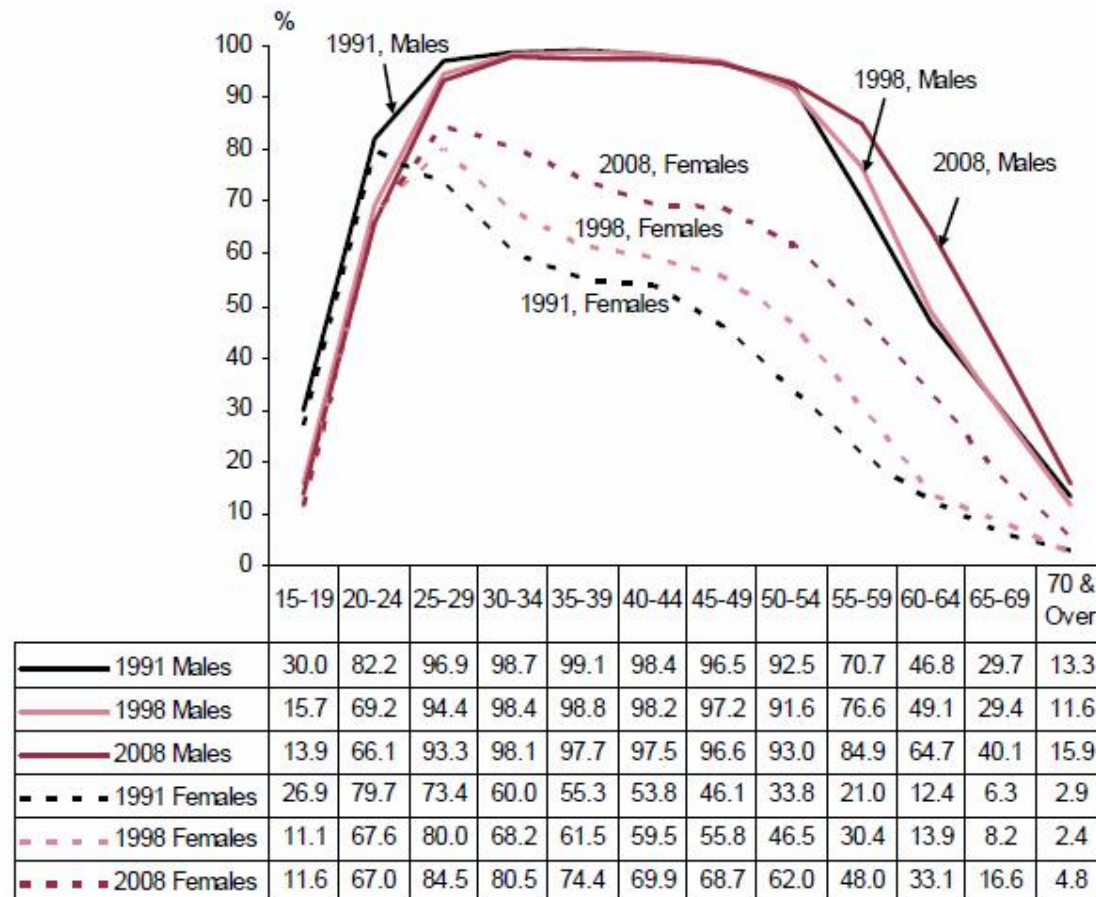
- Stability across ages in
 - Life goals
 - Important job characteristics
 - Importance of work
 - Motivation for work
- Increasing
 - perceived value of higher education

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Chart 1: Age-Specific Resident Labour Force Participation Rate, 1991, 1998 and 2008 (As at June)

aging
workforce



Implications

- Need for knowledge transfer
- Succession planning is vital
- Give older workers the opportunity to mentor
- Allow for the paradigm of multiple careers
- Don't assume differences based on age
- Look for & address individual differences in skills, ability & motivation
- Develop leadership skills
- Provide clear career opportunities
- Identify high potentials and provide development opportunities
- Keep everyone engaged

Beyond Performance Appraisal

Use specific more complex competencies for development

		Definitions	
		Simple	Complex
Competency	Universal	Too generic, not relevant, subjective	More relevant, more accurate evaluation
	Specific	For technical competencies, accurate evaluation	For advanced users. Multi level, career paths



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Core - Citizenship competencies (OCB models)

Use models and behavioural examples/standards for TNA

- Communication
- Teamwork and co-operation
- Service
- Business Acumen
- Supporting the Organisation

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Communication

- Younger workers often lack basic literacy
 - Verbal skills, vocabulary
 - Spelling
 - Business writing
 - Presentations
- Older workers may need training to utilise technology;
- Computer literacy
- On line conferencing
- On line marketing
- IM, blogs and social media



Take away
the alternatives

Team working competencies

- Knowledge of team dynamics and behaviours involved in;
- Preventing inter-group conflict
- Navigating the stages in team formation
- Achieving balance in team roles
- Information sharing and participation
- Effective team decision making



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Business Acumen - *use mentors*

Understanding

- The organisation
- The industry
- Key success factors
- Inter dept processes & procedures
- How it all fits together



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Leadership – use models

Have levels

1st level

- Planning scheduling
- Communicating expectations
- Developing team capability
- Providing supportive work environment
- Monitoring outcomes
- Giving feedback
- Recognising success



2nd level

- Establishing Focus
- Providing Motivational Support
- Empowering Others
- Developing Others
- Managing Change
- Managing Performance
- Fostering Teamwork

Functional/technical competencies

individual performance and development

Examples

Sales competencies

Use of systems, equipment

Job knowledge predicts performance

Provide real value to managers

Use subject matter experts



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Engagement

- Flexibility
- Opportunity for personal development
- Career opportunity



Learning Maps and Career Paths

- Staff review organisational job roles to identify career interest
- Use competency profiles for learning maps
- Arrange in progression to show career paths



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Talent Management

- Talent pool
 - Identify individuals with potential
 - Use leadership or technical competency profiles
 - Gap analysis and development planning

Talent Management

Review Period : 2009 Department : ---All--- Matrix Type : Performance vs Potential Go

Save

Possible misfit	Potential Star	Consistent Star
		Carly Clark
Developing	Core contributor	Rising Star
		Winston Wannabe
Attention	Solid performer	Strong performer

Employees

- Andrew Adviser
- Annie Archiver
- Aravind Raghavan
- Barbara Bookkeeper
- Barry Boss
- Bernie Banker
- Billy Boss
- Callum Checkup
- Caroline Careworth
- Cathy Carter
- Christine Lee
- Connie Counter
- Daniel Director
- Darryl Debiggler
- David Deal
- Deidre Dirmee
- Deirdre Dragon
- Demo User
- Dinah Dean
- Estelle Examiner
- Frank Fine
- Frank Fuit
- Franne Fiscal
- Gareth Grounder
- Gary Greenfingers
- Geoff Green
- Gina Grey
- Greta Greatdork
- Harry Headcounter



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Succession Planning

- Identify key positions
 - Strategic value
 - Impact of leaving/risk of leaving
 - Succession plans
 - Capability gap analysis
 - Targeted development plans for potential successors



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