

## *Supporting Development and Implementation of Adult Learning in AETC Education and Clinical Training*

### **How Adults Learn Best**

- ▶ Adults learn best in a **democratic, participatory and collaborative environment** where they are actively involved in determining how and what they will learn.
- ▶ Adults learn best when they know why they are **learning something** and the learning goals and objectives are considered realistic and important to them.
- ▶ Adults learn best when new information and skills are **directly relevant and meaningful** to their concerns, needs and interests.
- ▶ Adults learn best when the learning environment is **physically and psychologically comfortable**.
- ▶ Adults learn best when their talents are **acknowledged and explored** in a teaching situation.
- ▶ Adults learn best when they are able to engage in **practical, problem-based learning activities** that allow them to draw on and apply prior knowledge, skills and experience.
- ▶ Adults learn best when they are treated like **adults** and their established opinions, values and beliefs are respected.
- ▶ Adults learn best when instructors use a **variety of teaching strategies** to anticipate and accommodate differing learning styles and comprehension rates of learners.
- ▶ Adults learn best by **participating in small-group activities** that provide an opportunity to share, reflect, and generalize their learning experiences.
- ▶ Adults learn best when they receive **constructive feedback** on how they are doing and the results of their efforts.
- ▶ Adults learn best when **coaching and other kinds of follow-up support** are provided to help them transfer learning into sustainable regular practice.
- ▶ Adults learn best when the learning experience is **enjoyable and fun**.

### **Questions to Consider for Applying Adult Learning Principles**

- ? What are some of the ways you can make training relevant to providers' practices?
- ? What are some of the ways you can give participants control over their own learning?
- ? What are some of the ways you can use learners' experience as a resource for teaching and learning?
- ? What are some of the ways you can keep learners stimulated and involved?
- ? What kinds of training materials can you use to support and enhance active learning?
- ? What are some of the ways you can create a safe, respectful and comfortable learning environment?
- ? What are some of the ways you can encourage learners to be more self-directed and to continue learning on the job?
- ? How can you create connections among training participants and their workplaces?
- ? What are some of the ways you can help ensure that learners are successful?
- ? What are some of the ways you can reinforce learning and facilitate feedback?

## Applying Adult Learning Principles in Training

Here are some suggestions for how to use the principles of adult learning to inform and improve your training practices and programs:

<b>Adult Learning Principles</b>	<b>Teaching Strategies and Applications in Training</b>
<p><b>Adults are self-directing learners</b></p>	<p><b>Actively involve adult participants in the learning process and serve as facilitators for them:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Include learners in the instructional design process. Get participants' perspectives about what to cover and what activities reflect their interests: ask them what they already know and/or want to know about the topic. Tailor your teaching to the specific learning needs and interests of individual participants</li> <li><input checked="" type="checkbox"/> Engage in a process of inquiry, analysis, and decision-making with adult learners; avoid merely transmitting knowledge or expecting total agreement.</li> <li><input checked="" type="checkbox"/> Expect adult learners to want more than one medium for learning and to want control over the learning pace and start/stop times.</li> <li><input checked="" type="checkbox"/> Allow adult learners to assume responsibility for presentations and group leadership.</li> <li><input checked="" type="checkbox"/> Show participants how the training will help them reach their goals.</li> </ul>
<p><b>Adults have years of experience and a wealth of knowledge to contribute to the learning process</b></p>	<p><b>Use adult learners as resources for yourself and for other learners:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Connect learning objectives and activities to the existing knowledge and experience base of training participants. Acknowledge and validate the wealth of experience amongst learners.</li> <li><input checked="" type="checkbox"/> Encourage participation by using open-ended questions to draw out learners' knowledge and experience relevant to the topic.</li> <li><input checked="" type="checkbox"/> Active participation in planned experiences – such as discussions or problem-solving exercises, an analysis of those experiences, and their application to work or life situations – should be the core methodology for training adults.</li> <li><input checked="" type="checkbox"/> Encourage participants to share examples from their own experience as appropriate.</li> <li><input checked="" type="checkbox"/> Respect the experience of learners in the group. Avoid asking adults to try a new skill in front of a large group.</li> <li><input checked="" type="checkbox"/> Provide many opportunities for dialogue among learners.</li> </ul>

<b>Adult Learning Principles</b>	<b>Teaching Strategies and Applications in Training</b>
<p><b>Adults have established values, beliefs, and opinions</b></p>	<p><b>Demonstrate respect for differing beliefs, value systems and lifestyles, and experiences:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Take time to clarify learner expectations of the training and experience with the content.</li> <li><input checked="" type="checkbox"/> Design programs and learning activities that allow varying viewpoints to be shared.</li> <li><input checked="" type="checkbox"/> Acknowledge that learners are entitled to their values, beliefs and opinions, and that everyone in the room may not share these ideas.</li> <li><input checked="" type="checkbox"/> Allow debate and challenging of ideas.</li> </ul>
<p><b>Adults expect to be treated as adults</b></p>	<p><b>Support learners as individuals:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Treat questions and comments with respect. Acknowledge or thank learners for their responses, questions, and contributions to the training.</li> <li><input checked="" type="checkbox"/> Do not expect learners to necessarily agree with your plan for the training.</li> <li><input checked="" type="checkbox"/> Listen to and respect the opinions of learners.</li> <li><input checked="" type="checkbox"/> Create an environment that is perceived as safe and supportive. People will not ask questions or participate in learning if they are afraid of being put down or ridiculed.</li> <li><input checked="" type="checkbox"/> Allow people to admit confusion, ignorance, fears, biases and different opinions.</li> <li><input checked="" type="checkbox"/> Avoid jargon and do not "talk down" to learners</li> <li><input checked="" type="checkbox"/> Provide opportunities for learners to teach each other through discussion and small group work.</li> </ul>
<p><b>Adults are goal-oriented and often have a problem-centered approach to learning</b></p>	<p><b>Show immediately how new knowledge or skills can be applied to current problems or situations:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Obtain information on learners' goals, and explicitly communicate to participants how the training will meet those goals.</li> <li><input checked="" type="checkbox"/> Tell participants why a particular training is meaningful, why new skills must be mastered, and how the new learning will be useful to them on the job.</li> <li><input checked="" type="checkbox"/> Use participatory learning techniques such as case studies and small-group problem-solving exercises to emphasize how learning can be applied in a practical setting.</li> <li><input checked="" type="checkbox"/> Anticipate problems in applying new ideas, and offer strategies to overcome problems.</li> <li><input checked="" type="checkbox"/> Provide a variety of activities that offer participants opportunities to assess their own learning.</li> <li><input checked="" type="checkbox"/> Provide immediate and relevant feedback to reinforce new learning and redirect learners when they stray off course.</li> </ul>

<b>Teaching Strategies and Applications in Training</b>	
<p><b>Adult Learning Principles</b></p> <p><b>Adults want practical answers to questions and problems, and expect to learn information that has immediate application to their lives</b></p>	<p><b>Orient training content toward direct applications rather than toward theory:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Find out what learners know about the topic, and what they would like to know.</li> <li><input checked="" type="checkbox"/> Create learning objectives that address and focus on "real" problems. State objectives and expectations clearly at the beginning of training so learners know how they will be involved in the learning tasks.</li> <li><input checked="" type="checkbox"/> Focus on theories and concepts within the context of their application to relevant problems.</li> <li><input checked="" type="checkbox"/> Include both time to learn new material AND time to apply new skills in your trainings.</li> <li><input checked="" type="checkbox"/> Repeat to participants how the learning can be applied, or how the information will be useful to people in their work.</li> <li><input checked="" type="checkbox"/> Suggest follow-up ideas and next steps.</li> </ul>
<p><b>Adults relate new knowledge and information to previously learned information and experiences</b></p>	<p><b>Help participants connect previous knowledge and life experiences to new information:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assess the specific learning needs of your audience before your training or immediately at the beginning of the training session.</li> <li><input checked="" type="checkbox"/> Present new concepts one at a time, and focus on their application to relevant practical situations.</li> <li><input checked="" type="checkbox"/> Choose training methods that help learners recall what they already know and how it can be integrated with new ideas and information.</li> <li><input checked="" type="checkbox"/> Create activities that emphasize learning by doing and call upon participants to use their existing knowledge and experience.</li> <li><input checked="" type="checkbox"/> Summarize frequently to increase retention and recall.</li> </ul>
<p><b>Adults have differing learning styles and comprehension rates, and learn best when they are actively engaged</b></p>	<p><b>Accommodate differences in style, time, types and pace of learning:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> To appeal to a range of learning styles and increase everyone's capacity to learn, include <i>listening, seeing</i> new material, and <i>doing something</i> with the new material in your training.</li> <li><input checked="" type="checkbox"/> Use a variety of teaching materials and participatory methods that provide opportunities for participants to work together in both small- and large-group discussions, hands-on practice, or analyzing a case study.</li> <li><input checked="" type="checkbox"/> Build in repetition and plan to repeat certain key concepts. Adult learners need to hear something six or seven times to have it sink in.</li> </ul>

Adult Learning Principles	Teaching Strategies and Applications in Training
<p><b>Adults learn best in an informal and comfortable environment</b></p>	<p>Create a physically and psychologically comfortable environment that encourages participation and supports active learning:</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Create a comfortable space with few distractions where dialogue and privacy are allowed. Establish an environment of mutual trust between all learners, including the trainer.</li> <li><input checked="" type="checkbox"/> Plan frequent breaks. Avoid long lectures with no break.</li> <li><input checked="" type="checkbox"/> Make sure everyone can see and hear.</li> <li><input checked="" type="checkbox"/> Set up the room so that participants can face each other to promote group interaction. Learners will engage in discussion and learn more if they can see each other.</li> <li><input checked="" type="checkbox"/> Allow for spontaneous discussions.</li> <li><input checked="" type="checkbox"/> Provide food or drink.</li> </ul>

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## MULTIPLE INTELLIGENCES

TYPE	LIKES TO	IS GOOD AT	LEARNS BEST BY
LINGUISTIC INTELLIGENCE "The word player"	<ul style="list-style-type: none"> <li>• talk</li> <li>• read</li> <li>• write</li> <li>• tell stories</li> </ul>	<ul style="list-style-type: none"> <li>• written communication</li> <li>• oral communication</li> <li>• memorizing (names, places, dates, trivia)</li> </ul>	<ul style="list-style-type: none"> <li>• reading</li> <li>• writing</li> <li>• speaking</li> <li>• listening</li> </ul>
LOGICAL/ MATHEMATICAL INTELLIGENCE "The Questioner"	<ul style="list-style-type: none"> <li>• do experiments</li> <li>• figure things out</li> <li>• work with numbers</li> <li>• ask questions</li> <li>• explore patterns and relationships</li> </ul>	<ul style="list-style-type: none"> <li>• math</li> <li>• science</li> <li>• reasoning</li> <li>• logic</li> <li>• problem solving</li> </ul>	<ul style="list-style-type: none"> <li>• working with numbers</li> <li>• working with abstract patterns/relationships</li> <li>• classifying</li> <li>• categorizing</li> </ul>
VISUAL-SPATIAL INTELLIGENCE "The Visualizer"	<ul style="list-style-type: none"> <li>• draw, build, design and create things</li> <li>• daydream</li> <li>• look at pictures/slides</li> <li>• watch movies</li> <li>• play with machines</li> </ul>	<ul style="list-style-type: none"> <li>• visual arts</li> <li>• imagining things</li> <li>• sensing changes</li> <li>• mazes/puzzles</li> <li>• reading maps, charts</li> </ul>	<ul style="list-style-type: none"> <li>• working with images (pictures and colors)</li> <li>• spatial organization (mind mapping)</li> <li>• visualizing, imagining</li> <li>• drawing</li> </ul>
MUSICAL INTELLIGENCE "The Music Lover"	<ul style="list-style-type: none"> <li>• sing, hum, tap</li> <li>• listen to music</li> <li>• play and instrument</li> <li>• respond to music</li> </ul>	<ul style="list-style-type: none"> <li>• picking up sounds</li> <li>• remembering melodies</li> <li>• noticing pitches/rhythms</li> <li>• keeping time</li> </ul>	<ul style="list-style-type: none"> <li>• rhythm</li> <li>• melody</li> <li>• patterned sound</li> <li>• songs, rap</li> <li>• dance</li> <li>• background music</li> </ul>
BODILY/ KINESTHETIC "The Mover"	<ul style="list-style-type: none"> <li>• move around</li> <li>• touch and talk</li> <li>• use body language</li> </ul>	<ul style="list-style-type: none"> <li>• physical activities (sports/dance/acting)</li> <li>• hands-on project</li> </ul>	<ul style="list-style-type: none"> <li>• processing knowledge through bodily sensations (movement, touch, hands-on)</li> <li>• creative dramatics</li> <li>• dance</li> </ul>
INTERPERSONAL INTELLIGENCE "The Socializer"	<ul style="list-style-type: none"> <li>• have lots of friends</li> <li>• talk to people</li> <li>• join groups</li> </ul>	<ul style="list-style-type: none"> <li>• understanding people</li> <li>• leading others</li> <li>• organizing</li> <li>• communicating</li> <li>• manipulating</li> <li>• mediating conflicts</li> </ul>	<ul style="list-style-type: none"> <li>• sharing</li> <li>• comparing</li> <li>• relating</li> <li>• cooperating</li> <li>• interviewing</li> <li>• teaching</li> </ul>
INTRAPERSONAL INTELLIGENCE "The Individual"	<ul style="list-style-type: none"> <li>• work alone</li> <li>• pursue own interests</li> <li>• reflect on feelings, emotional and intuitive</li> </ul>	<ul style="list-style-type: none"> <li>• understanding self</li> <li>• focusing inward on feelings/dreams</li> <li>• following intuition</li> <li>• pursuing interests/goals</li> <li>• being original</li> </ul>	<ul style="list-style-type: none"> <li>• working alone</li> <li>• working intuitively</li> <li>• individualized projects</li> <li>• self paced instruction</li> <li>• have own space</li> </ul>

# Activities To Support the Use of the Intelligences



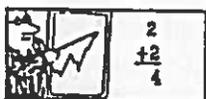
## Verbal/Linguistic

- Play word games that involve understanding the order and meaning of words (Wheel of Fortune)
- Explain or teach something just learned.
- Read and tell stories
- Tell a joke
- Communicate an idea
- Use of Oral debate, creative writing, poetry



## Visual/Spatial

- Play games that require the use of visual skills (Pictionary)
- Guided Imagery
- Sculpt or paint an idea or object
- Imagine a scene or situation
- Represent something graphically, use images or symbols, including colors
- Mind map
- Use pictures



## Logical/Mathematical

- Play guessing games that involve logical thinking (Jeopardy)
- Find patterns
- Analyse a Challenge
- Brainstorm
- Graphic organizers
- Problem solve



## Bodily/Kinesthetic

- Play games that require physical movement and the use of the body (Charades)
- Make up a dance or drama about the topic
- Act out or role play an idea
- Mime, invent, build, use physical movement.



## Musical/Rhythmic

- Use music to create moods throughout the day
- Write a song about the topic
- Put rules or directions to music and teach them singing the song.
- Create melodies and rhythms to emphasize points.
- Use instruments to illustrate a point or concept.
- Tape with interesting sounds, rhythms, beats



## Intrapersonal

- Play games that require you to focus mentally (Concentration)
- Meditate
- Silent reflection methods
- Emotional processing
- "Know thyself" practices
- Mindfulness practices
- "Centering" practices



## Interpersonal

- Play communication games (gossip)
- Give feedback, receive feedback
- Cooperative learning strategies
- Person-to-person strategies
- Division of labor
- Collaboration skills
- Group projects
- Sensing others' motives

# INSTRUCTIONAL MENUS

## LINGUISTIC MENU:

- Use storytelling to explain...
- Conduct a debate on...
- Write a poem, myth, legend, short play, or news article about...
- Relate a short story or novel to...
- Give a presentation on...
- Lead a class discussion on...
- Create a talk show radio program about...
- Write a newsletter, booklet, or dictionary about...
- Invent slogans for...
- Make an audiotape of...
- Conduct an interview of... on...
- Write a letter to...about...
- Use technology to write...
- Others of your choice...



- Devise a scavenger hunt to...
- Make a model of...
- Use hands-on materials to demonstrate...
- Design a product for...
- Select and use technology to...
- Others of your choice

## VISUAL MENU:

- Chart, map, cluster, or graph...
- Create a slide show, videotape, or photo album of...
- Design a poster, bulletin board, or mural of...
- Use a memory system to learn...
- Create artwork that ...
- Develop architectural drawings that...
- Make advertisements for...
- Vary the size and shape of ...
- Color code the process of...
- Invent a board or card game to demonstrate...
- Illustrate, draw, paint, sketch, sculpt or construct...
- Use the overhead projector to teach...
- Use technology to...
- Others of your choice...



## LOGICAL-MATHEMATICAL MENU:

- Create story problems for ...
- Translate...into a mathematical formula...
- Create a timeline of...
- Design and conduct an experiment on...
- Make a strategy game that...
- Use a Venn Diagram to explain ...
- Make up syllogisms to demonstrate...
- Make up analogies to explain...
- Use...thinking skills to ...
- Design a code for ...
- Categorize facts about ...
- Describe patterns or symmetry in...
- Select and use technology to...
- Others of your choice...



## MUSICAL MENU:

- Give a presentation with appropriate musical accompaniment on...
- Write song lyrics for...
- Sing a rap or song that explains...
- Indicate the rhythmical patterns in...
- Explain how the lyrics of a song relate to...
- Explain how the music of a song is similar to...
- Present a short class musical on...
- Make an instrument and use it to demonstrate...
- Use music to enhance the learning of ...
- Collect and present songs about...
- Write a new ending to a song or musical composition so that it explains...
- Create a musical collage to depict...
- Use musical technology to...
- Others of your own...



## KINESTHETIC MENU:

- Role play or simulate...
- Create a movement or sequence of movements to explain...
- Choreograph a dance of...
- Invent a board or floor game of...
- Make task or puzzle cards for...
- Build or construct a...
- Plan and attend a field trip that will...
- Use the qualities of a physically-educated person to demonstrate...



## INTERPERSONAL MENU:

- Conduct a meeting to address...
- With a partner, use "out loud problem solving" to...
- Role play multiple perspectives on ...
- Organize or participate in a group to...
- Intentionally use...social skills to learn about...
- Participate in a service project to...
- Teach someone else about...
- With a small group, collaboratively plan rules or procedures to accomplish...
- Help resolve a local or global problem by...
- Practice giving and receiving feedback on...
- Using one of your strengths, assume a role in a group to accomplish...
- Create a culturgram or systems wheel (see interpersonal chapter) of...
- Use a telecommunication program to reach...to...
- Others of your choice...



## INTRAPERSONAL MENU:

- Describe qualities you possess that will help you successfully complete
- Create a personal analogy for...
- Set and pursue a goal to...
- Describe how you feel about...
- Explain your personal philosophy about...
- Describe one of your personal values about...
- Use self-directed learning to...
- Write a journal entry on...
- Explain the purpose you perceive in studying...
- Conduct a project of your choice on...
- Receive feedback from another person on your efforts to...
- Self-assess your work in...
- Use technology to...
- Others of your choice...



# Generational Theories

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## Baby Boomers:

- The generation born in the years following World War II, when there was a temporary marked increase in the birth rate.
- Born between 1946 and 1964 (ages 51-69 in 2015)
- Number 75 million
- Considered the **Idealist** generation, focused on social issues, and question/challenge the morals of institutions. Idealists are born and grow up in a societal 'high' - when crime is low, optimism is high, and children are indulged.

## Generation X:

- The generation born after that of the baby boomers, often perceived to be disaffected and directionless.
- Born between 1965 and 1980 (ages 35-50 in 2015)
- Number 41 million
- Considered the **Reactive** generation, focused pragmatic-solutions, and survival. They are usually rebellious, independent, and cynical. They are born during an 'awakening' - when society is focused on 'self' rather than community. Crime starts to rise, and children are under-protected.

## Millennials (Generation Y):

- The generation reaching young adulthood around the year 2000
- Born between 1980 and 1997 (ages 18-35 in 2015)
- Number 83 million (the largest living generation)
- Considered the **Civic** generation, focused on 'how to clean things up', and finding consensus in a divisive 'unraveling' culture. They gear toward rebuilding institutions, and value optimism and team-work.

## Ways to engage the millennial learner:

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### The 5 Rs:

1. **Research-based methods:** Millennials prefer a broad spectrum of learning strategies. The concept of learner-style is more pronounced in this generation. They prefer learning materials that are delivered to cater to their visual, auditory and even kinesthetic needs.

They need to experience change in delivery formats to maintain interest. Their attention spans are shorter – they quickly move on to other forms of learning. Their ideal learning environment involves less lecture and more collaboration with peers. Group-based projects that emulate the work environment (authentic assessments) are ideal for these learners.

- 2. Relevance:** Millennials are aces at “googling” and discovering information. They do not value a piece of information for its own sake, rather for its relevance to their lives. Trainers will find millennials engaged in hands-on or application-based case studies, where new knowledge is discovered and synthesized actively between group members.

The goal for trainers here is to connect the eLearning environment to the performance context of these learners to convince them of its relevance.

- 3. Rationale:** Baby boomers or generation X-ers respond well to an authoritarian teaching style. They follow orders for the sake of complying with commands. On the other hand, millennials were raised in a less authoritative environment – where decisions and actions were constantly justified. Flexibility and recognizing the socio-emotional rationale behind new ideas and processes are expectations of millennials. When trainers and instructors provide the rationale behind policies and regulations in a learning environment, these young learners are more likely to respond positively.

- 4. Relaxed:** Think “laid back” when you conduct your training sessions. Millennials prefer a relaxed learning environment, with minimum pressure, more freedom to complete assignments and also more freedom for personal expression and creativity.

eLearning course mentors need to create a warm, empathetic, “no wrong answers” collaborative environment.

- 5. Rapport:** Millennials strive on personal relationships. When being raised, they had complete attention from their parents. They are used to older adults showing more interest in their lives. They prefer and appreciate instructors showing a personal interest in their learning plans and achievement goals.

These learners also perform better at work and in the classroom when instructors connect with them on a personal level.

The workforce is quickly being replaced by millennials. Training managers need to modify their teaching and course delivery strategies to rein in the potential of these learners.

Incorporate these 5 Rs in your course mentoring strategies to weed out those that did not work well in the past. Ideally, train your trainers on these 5 Rs so that they experience a rewarding teaching environment.

	<b>Baby Boomers</b>	<b>Generation X</b>	<b>Millennials (Generation Y)</b>
<b>Core Values</b>	<ul style="list-style-type: none"> <li>-Anti-war</li> <li>-Anti-government</li> <li>-Anything is possible</li> <li>-Equal rights</li> <li>-Equal opportunities</li> <li>-Involvement</li> <li>-Optimism</li> <li>-Personal Gratification</li> <li>-Personal Growth</li> <li>-Question Everything</li> <li>-Spend now, worry later</li> <li>-Team Oriented</li> <li>-Transformational</li> <li>-Trust no one over 30</li> <li>-Youth</li> <li>-Work</li> <li>-Want to “make a difference”</li> </ul>	<ul style="list-style-type: none"> <li>-Balance</li> <li>-Diversity</li> <li>-Entrepreneurial</li> <li>-Fun</li> <li>-Highly Educated</li> <li>-High job expectations</li> <li>-Independent</li> <li>-Informality</li> <li>-Lack of organizational</li> <li>-Loyalty</li> <li>-Pragmatism</li> <li>-Skepticism/Cynical</li> <li>-Think Globally</li> <li>-Tech literacy</li> </ul>	<ul style="list-style-type: none"> <li>-Achievement</li> <li>-Adventurous</li> <li>-Avid consumers</li> <li>-Civic-oriented</li> <li>-Compassionate</li> <li>-Conscious</li> <li>-Confidence</li> <li>-Diversity</li> <li>-Fun!</li> <li>-High morals</li> <li>-Highly tolerant</li> <li>-Highly competitive</li> <li>-Like personal attention</li> <li>-Progressive</li> <li>-Sociable</li> <li>-Global citizens</li> <li>-Most educated generation</li> <li>-Extremely tech savvy</li> <li>-Spiritual</li> <li>-Now!</li> <li>-Optimism</li> <li>-Realism</li> </ul>
<b>Attributes</b>	<ul style="list-style-type: none"> <li>-Ability to handle a crisis</li> <li>-Ambitious</li> <li>-Antiestablishment</li> <li>-Competent</li> <li>-Competitive</li> <li>-Consensus Leadership</li> <li>-Consumerism</li> <li>-Ethical</li> <li>-Good communication skills</li> <li>-Idealism</li> <li>-Extremely loyal</li> <li>-Multi-taskers</li> <li>-Rebellious against convention</li> <li>-Strong focus on work, but now seek a healthy life/work balance</li> <li>-Willing to take on responsibility</li> </ul>	<ul style="list-style-type: none"> <li>-Adaptable</li> <li>-Angry but don’t know why</li> <li>-Antiestablishment</li> <li>-Big gap with boomers</li> <li>-Crave independence</li> <li>-Confident</li> <li>-Competent</li> <li>-Ethical</li> <li>-Focus on Results</li> <li>-Free agents</li> <li>-Highest number of divorced parents</li> <li>-Ignore leadership</li> <li>-Loyal to Manager</li> <li>-Pampered by their parents</li> <li>-Results driven</li> <li>-Self-starters</li> <li>-Self-sufficient</li> <li>-Strong sense of entitlement</li> <li>-Unimpressed with authority</li> <li>-Willing to take on responsibility</li> <li>-Willing to put in the extra time to get a job done</li> </ul>	<ul style="list-style-type: none"> <li>-Ambitious but not entirely focused. Look to the workplace for direction and to help them achieve their goals.</li> <li>-At ease in teams</li> <li>-Attached to their gadgets &amp; parents</li> <li>-Best educated</li> <li>-Multiculturalism</li> <li>-Have not lived without computers</li> <li>-Eager to spend money</li> <li>-Fiercely Independent</li> <li>-Focus on change using tech</li> <li>-Incorporate individual resp. into their jobs</li> <li>-Innovative- think our of box</li> <li>-Individualistic yet group-oriented</li> <li>-Loyal to peers</li> <li>-“Me First “ attitude in work life</li> <li>-Most doted upon of any generation at work</li> <li>-Political Savvy (like the Boomers)</li> <li>-Pragmatic Idealists</li> <li>-Self –absorbed</li> </ul>

		<ul style="list-style-type: none"> <li>-Work/Life Balance</li> <li>-Work to live</li> </ul>	<ul style="list-style-type: none"> <li>-Strong sense of entitlement</li> <li>-Think mature generation is “cool”</li> <li>-Want to please others</li> <li>-Hope to make life contributions to world</li> <li>-Very patriotic (shaped by 9/11)</li> <li>-Seek responsibility early on in their roles</li> </ul>
<b>Work Ethic</b>	<ul style="list-style-type: none"> <li>-Driven</li> <li>-Workaholic</li> <li>-Work long hours to establish self-worth, identity and fulfillment</li> <li>-Work ethic = worth ethic</li> <li>-Quality</li> </ul>	<ul style="list-style-type: none"> <li>-Work smarter and with greater output, not work longer hours.</li> <li>-Eliminate the task</li> <li>-Self-reliant</li> <li>-Want structure &amp; direction</li> </ul>	<ul style="list-style-type: none"> <li>-Ambitious</li> <li>-What’s next?</li> <li>-Multitasking</li> <li>-Tenacity</li> <li>-Entrepreneurial</li> </ul>
<b>Work Assets</b>	<ul style="list-style-type: none"> <li>-Anxious to please</li> <li>-Challenges the status quo</li> <li>-Can creatively break down the big picture into assignments</li> <li>-Good at seeing the big picture</li> <li>-Good team players</li> <li>-Mission oriented</li> <li>-Politically Savvy-gifted in political correctness</li> <li>-Service oriented</li> <li>-Will go the extra mile</li> <li>-Works hard</li> </ul>	<ul style="list-style-type: none"> <li>-Consumer mentality</li> <li>-Direct communicators</li> <li>-Don’t mind direction but resent intrusive supervision</li> <li>-Eager to Learn</li> <li>-Good task managers</li> <li>-Good short term problem solving skills</li> <li>-Highly educated</li> <li>-Multitaskers</li> <li>-Not intimidated by authority</li> <li>-Thrive on flexibility</li> <li>-Will do a good job if given the right tools</li> <li>-Value “information”</li> <li>-Want feedback</li> </ul>	<ul style="list-style-type: none"> <li>-Consumer mentality</li> <li>-Collaboration</li> <li>-Goal oriented</li> <li>-Highly educated</li> <li>-Optimistic</li> <li>-Positive attitude</li> <li>-Technical</li> </ul>
<b>Work Liabilities</b>	<ul style="list-style-type: none"> <li>Expect everyone to be workaholics</li> <li>Dislike conflict</li> <li>Don’t like change</li> <li>Challenge authority of traditionalists</li> <li>Judgmental if disagree</li> <li>Not good with finances</li> <li>“Process before results”</li> <li>Self-centered</li> </ul>	<ul style="list-style-type: none"> <li>-Dislike Authority</li> <li>-Dislike rigid work requirements</li> <li>-Impatient</li> <li>-Lack people skills</li> <li>-No long term outlook</li> <li>-Respect Competence</li> <li>-Mistrusts Institutions</li> <li>-Rejects rules</li> <li>-Don’t understand the optimism of Boomers and Gen Y</li> </ul>	<ul style="list-style-type: none"> <li>-Distaste for menial work</li> <li>-Inexperienced</li> <li>-Need supervision</li> <li>-Need structure</li> <li>-Lack discipline</li> <li>-High expectations</li> <li>-Lack of skills for dealing with difficult people</li> <li>-Impatient</li> <li>-Lack of experience</li> <li>-Respond poorly to those who act in an authoritarian manner and/or who expect to be respected due to higher rank alone—respect is based on competency</li> <li>-Seek instant gratification</li> </ul>

## References:

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*Generational Cycles* <https://socalledmillennial.com/generational-cycles/>

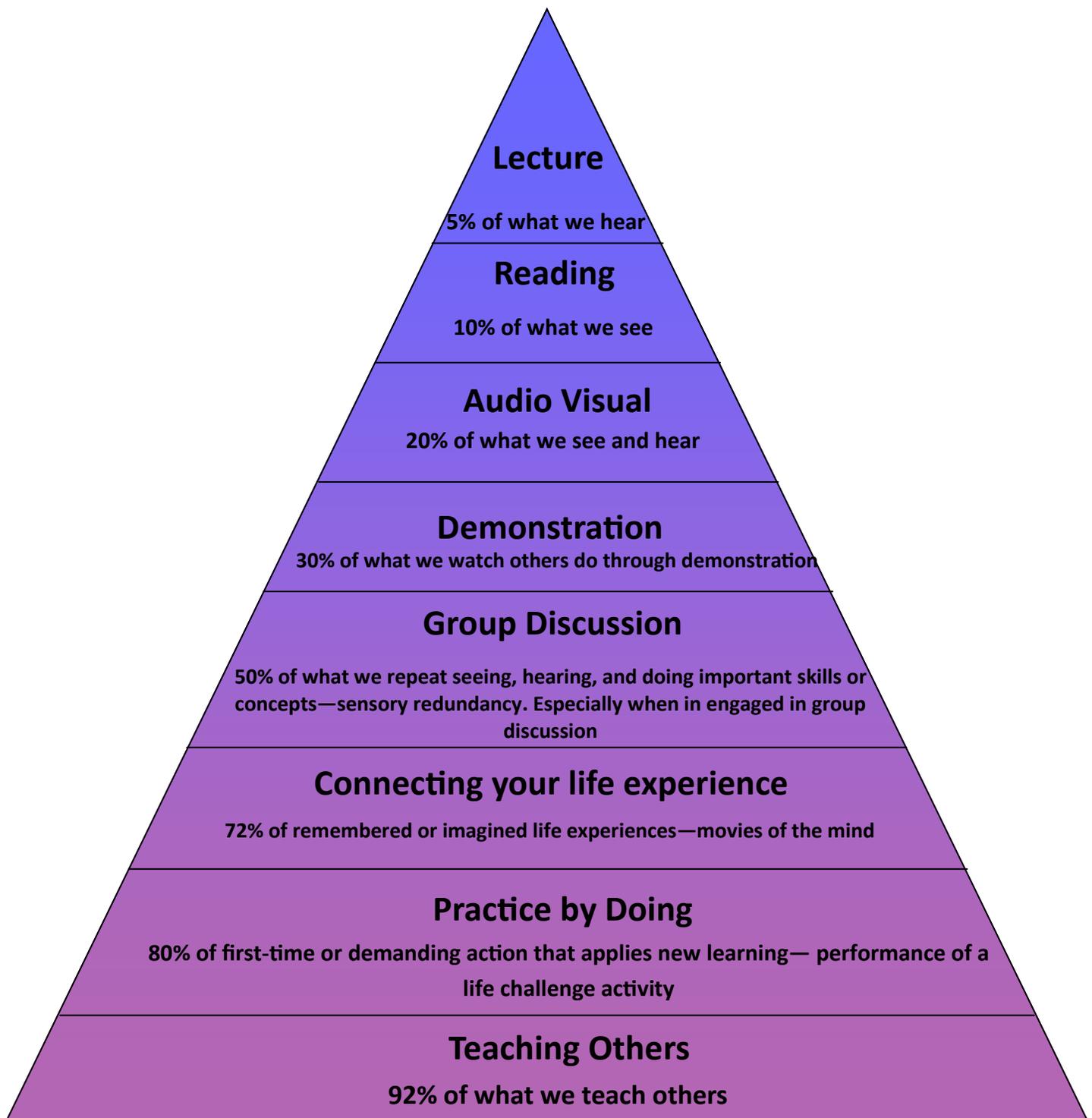
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*Millennials vs. Baby Boomers* [http://parade.com/417128/scott\\_steinberg/millennial-vs-boomers-habits-and-characteristics/](http://parade.com/417128/scott_steinberg/millennial-vs-boomers-habits-and-characteristics/)

After one month, we remember the following about what we learned:



Sources: <https://www.td.org/Publications/Blogs/Science-of-Learning-Blog/2015/03/Debunk-This-People-Remember-10-Percent-of-What-They-Read>

<https://www.psychotactics.com/art-retain-learning/> and adapted from the handout for the video “The As-If” Action, Dr. Gary Phillips, Eduserv. 1155 Wept 8th Ave Vancouver, B.C. Canada V6H 1C5.