Who are the Millennials?

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Abstract

Due to increased attrition and challenges in meeting recruiting targets, the Canadian navy's effective strength has been steadily eroding over the last decade. Whereas a number of initiatives are being undertaken to address this issue, one important factor to consider is the type of people who are to benefit from them. There are currently three very different generations working side by side in the navy, from the Baby Boomer generation who are approaching retirement, to the Generation X who are climbing up the chain of command, to the Millennial Generation who are now being recruited into the junior ranks. To better understand this latest generation to enter the navy, this study examines the Millennials' major influencers, common characteristics, and work expectations. Follow-on studies will more closely examine the implications that these may have on the Canadian navy, in terms of such issues as attraction and recruitment, training and education, leadership, organizational culture, and retention.

Résumé

En raison de l'accroissement du taux d'attrition et des objectifs de recrutement non atteints, l'effectif en activité dans la Marine canadienne n'a cessé de s'effriter au cours de la dernière décennie. Alors qu'un certain nombre d'initiatives sont entreprises en vue de corriger ce problème, un important facteur à envisager est le type de personnes qui en tirera profit. À l'heure actuelle, trois générations très différentes l'une de l'autre travaillent ensemble dans la Marine : la génération du baby-boom, qui approche l'âge de la retraite, la génération X, qui gravit la chaîne de commandement et la génération Y, dont on recrute actuellement les membres dans les grades inférieurs. Afin de mieux comprendre cette génération qui fait son entrée dans la Marine, la présente étude examine les facteurs qui ont le plus d'influence sur ses membres, les caractéristiques communes à l'ensemble de ses membres et ses attentes professionnelles. Des études de suivi analyseront plus en détail les répercussions que ces éléments peuvent avoir sur la Marine canadienne, sur des questions telles que l'attrait et le recrutement, l'instruction et l'éducation, le leadership, la culture organisationnelle et le maintien en poste.

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Executive Summary

Who are the Millennials?

Leesa Tanner; DRDC CORA TM 2010-284, Defence R&D Canada – CORA; December 2010.

Background: According to the *MARCOM Strategic Assessment 2008,* the Canadian navy's effective strength has been steadily eroding over the last decade, "becoming increasingly inadequate to address emerging strategic and operational requirements that define the navy's institutional role within an integrated, unified and transformed Canadian Forces (CF)". To assist the navy with its corrective recruitment and retention initiatives, this study examines the external literature pertaining to the Millennial Generation, which is the most recent generation to be recruited, and discusses their influencers, characteristics and work expectations as they may pertain to the Canadian navy.

Results: Shaped by the same economic, social and political times and influenced by the same social markers and events which occurred at critical stages of their lives, different generations bring different strengths and weaknesses to the workplace. Traditionalists, born between 1925 and 1945, are the oldest members of the workforce. They are known to be conservative and reluctant to embrace change. Baby Boomers were born between 1946 and 1964. Now beginning to retire in growing numbers, they are notorious for being workaholics. Gen Xers, who are making their way up through the middle management cadre, were born between 1965 and 1980. These "latchkey kids" are not willing to make the same mistakes the Baby Boomers did, so they try to live by the creed of "work-life balance". Each of these generations have left their mark on the workplace, and so too will the latest generation to join the workforce, the Millennial Generation, who were born between 1981 and 2000. As employers scramble to replace their retiring Traditionalists and Baby Boomers and ensure that they have the technologically savvy employees required for the future, it is important to understand these new employees.

The Millennials' formative years have been heavily influenced by their families, technology and the uncertain times during which they have been growing up. With society's emphasis on the family, Millennial parents have worked hard to support and shelter their children as much as possible. At the same time, technological advances, such as the Internet, have opened the world to them. The Millennial Generation is known to be connected 24/7, be it with friends they know from school or friends they have made from around the world. Technology has also changed the mode of communication – cell phones are preferred over land lines and texting is preferred over talking. However, it is not all good news for this generation. The spectre of 9/11, global warming and the recent recession remind Millennials that they are not necessarily promised a healthy and happy tomorrow.

As a result of these influencers, the Millennials bring a number of valuable characteristics to the workplace. They are self-confident and optimistic, ready to take on the world. They have a strong sense of right and wrong, despite all of the counter examples one can find in society these days. They love to learn – be it in a formal classroom or through experience. They can multi-task, using technology to increase their productivity. They like to work with others - they do not see ethnic or social differences as barriers, preferring instead to see opportunities

to learn from people who may have a different vantage point. And they are civic-minded, wanting to make a difference in this world.

Millennials expect to work, but they do not necessarily expect to work in the same career field, let alone the same employer, for their entire life. They fear specialization, opting instead for a broad variety of skills that will allow them to be marketable in the uncertain world in which they live. The Millennial Generation's top career goals are work-life balance, pursuing further education, building a sound financial base, and contributing to society. And they are looking for employers who have progressive work environments and strong corporate cultures, and who are industry leaders, highly ethical, innovative and socially responsible. Millennials expect these employers to provide work-life balance, fair compensation, professional development, the opportunity to make a difference, inspiring leadership, and a positive work environment. After all, if an employer does not provide all of these things, Millennial are fully prepared to look elsewhere. However, if they feel respected and valued, there is a chance that they could become employees for life.

Discussion: It might be tempting to think that the Millennial Generation's inherent characteristics and work expectations are a poor mix with the Canadian navy's culture and organization. However, the Canadian navy needs this generation, not only because of the personnel shortages that the navy is currently experiencing, but because the Millennials have many characteristics that the navy needs as it transitions to the fleet of tomorrow. The U.S. military had similar concerns, but they have been come to appreciate the "strategic corporals" that they have on the decentralized battlefield today. With their relative independence and mental acuity, Millennials have shown that they have the ability to make the right decisions in difficult situations.

Future plans: Having now laid the groundwork in better understanding this latest generation to join the Canadian navy, follow-on studies are required to more closely examine the implications that the Millennial Generation's characteristics and work expectations may have on the organization, in terms of attraction and recruitment, training and education, leadership, organizational culture, retention, and so forth.

Sommaire

Who are the Millennials?

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Contexte : Selon l'*évaluation stratégique 2008 du COMAR,* l'effectif en activité dans la Marine canadienne n'a cessé de s'effriter au cours de la dernière décennie, « devenant de moins en moins apte à répondre aux nouveaux besoins opérationnels et stratégiques qui définissent le rôle institutionnel de la Marine au sein de FC intégrées, unies et transformées ». Pour aider la Marine à mettre en œuvre des mesures correctives de recrutement et des initiatives de maintien en poste, la présente étude analyse la documentation externe portant sur la génération Y, la génération la plus jeune à être recrutée, et expose les facteurs qui l'influencent, ses caractéristiques et ses attentes professionnelles pouvant se rapporter à la Marine canadienne.

Résultats : Les diverses générations apportent différentes forces et faiblesses au sein du milieu de travail, car elles sont façonnées par la même conjoncture économique, sociale et politique et influencées par les mêmes repères et événements sociaux survenus à des étapes cruciales de la vie de leurs membres. Les membres de la génération silencieuse, nés entre 1925 et 1945, sont les plus âgés de l'effectif. Ils sont reconnus pour leur conservatisme et leur réticence à l'égard du changement. Les enfants du baby-boom sont nés entre 1946 et 1964. Ils quittent aujourd'hui le marché du travail pour la retraite en nombre croissant et sont généralement reconnus comme des bourreaux de travail. Les membres de la génération X, qui gravissent actuellement les échelons des cadres intermédiaires, sont nés entre 1965 et 1980. Ces enfants de la génération « clé au cou » n'ont pas l'intention de commettre les mêmes erreurs que la génération du baby-boom, alors ils essaient de vivre selon le principe de la « conciliation entre vie professionnelle et vie personnelle ». Chacune de ces générations a marqué le milieu de travail à sa manière, et il en sera de même pour la dernière génération à se joindre à l'effectif, soit la génération Y, dont les membres sont nés entre 1981 et 2000. Étant donné que les employeurs s'efforcent de remplacer les effectifs de la génération silencieuse et de la génération du baby-boom en raison du départ à la retraite de ceux-ci et qu'ils veillent à recruter du personnel possédant une bonne connaissance des technologies nécessaires pour l'avenir, il importe de comprendre cette nouvelle génération d'employés.

Les années de formation des Y ont été grandement marquées par la famille, les technologies et le climat d'incertitude dans lequel cette génération a grandi. La famille étant au cœur des valeurs sociales, les Y qui sont devenus des parents s'efforcent à présent de soutenir et de protéger leurs enfants le plus possible. Parallèlement, le monde s'est ouvert à eux au fil des progrès technologiques, dont Internet constitue un bon exemple. Les membres de la génération Y sont reconnus pour être en tout temps « connectés », que ce soit avec des amis de l'école ou avec les copains qu'ils se sont faits partout dans le monde. La technologie a par ailleurs transformé la façon dont les gens communiquent : en effet, les téléphones cellulaires et les messages textes ont maintenant plus la cote que le téléphone traditionnel et les conversations de vive voix. Il reste que le portrait n'est pas si reluisant pour les Y. Le spectre du 11 septembre, le réchauffement climatique et la récente récession leur rappellent qu'ils ne connaîtront pas forcément des lendemains prospères et heureux.

En raison de ces facteurs d'influence, les Y apportent de nombreuses caractéristiques de grande valeur au milieu de travail. Ils sont sûrs d'eux, optimistes et prêts à conquérir le monde. Ils ont une excellente perception de ce qui est bien et de ce qui est mal, et ce, malgré tous les exemples contraires que l'on peut trouver dans la société actuelle. Ils adorent apprendre, que ce soit en classe ou par l'expérience. Ils peuvent effectuer de multiples tâches au moyen de la technologie et ainsi accroître leur productivité. Ils aiment travailler avec les autres. Ils ne perçoivent pas les différences ethniques et sociales comme des obstacles, mais plutôt comme des occasions d'apprendre de personnes qui voient les choses sous un angle à la fois différent et privilégié. Ils font également preuve de civisme et désirent faire leur part pour changer le monde.

Certes, les Y s'attendent à travailler, mais pas forcément dans le même domaine durant toute leur vie, encore moins pour le même employeur. Ils craignent de se spécialiser, choisissant plutôt d'acquérir une grande variété de compétences qui leur permettront d'être concurrentiels dans le monde incertain dans lequel ils vivent. Les principaux objectifs professionnels de la génération Y sont la conciliation de la vie professionnelle et de la vie personnelle, la formation continue, l'édification d'une assise financière solide et la contribution à la société. Les Y sont également à la recherche d'employeurs qui sont des chefs de file dans leur secteur, qui adoptent des normes éthiques élevées ainsi que des pratiques novatrices et responsables sur le plan social tout en œuvrant dans un milieu de travail moderne dont la culture organisationnelle est solide. Les Y s'attendent à ce que ces employeurs leur garantissent la conciliation de leur vie professionnelle et de leur vie personnelle, une rémunération juste et des possibilités de perfectionnement professionnel, ainsi que l'occasion de participer au changement, d'inspirer le leadership et de travailler dans un milieu de travail positif. Après tout, si un employeur ne peut leur offrir tout cela, les Y sont bien préparés à chercher un emploi ailleurs. En revanche, s'ils se sentent respectés et valorisés, il est possible qu'ils deviennent des employés pour la vie.

Examen de la question : Il peut être tentant de croire que les caractéristiques intrinsèques et les attentes professionnelles de la génération Y ne sont pas compatibles avec la culture et l'organisation de la Marine canadienne. Cette dernière a toutefois besoin de cette génération, non seulement en raison des pénuries de personnel qu'elle éprouve à l'heure actuelle, mais également parce que les Y possèdent de nombreuses caractéristiques utiles à sa transition vers la flotte de demain. L'armée américaine avait également des préoccupations semblables, mais elle en est venue aujourd'hui à apprécier les « caporaux stratégiques » en service sur le champ de bataille dispersé. Forts de leur autonomie relative et de leur acuité mentale, les Y démontrent qu'ils ont la capacité de prendre les bonnes décisions dans des situations difficiles.

Perspectives : Maintenant que l'on comprend mieux cette nouvelle génération se joignant à la Marine canadienne, des études de suivi sont nécessaires afin d'examiner de plus près les répercussions que peuvent avoir les caractéristiques et les attentes professionnelles de la génération Y sur l'organisation, notamment en ce qui concerne l'attrait et le recrutement, l'instruction et l'éducation, le leadership, la culture organisationnelle, le maintien en poste, etc.

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1. Introduction

"The navy has arrived at the threshold of a major transition period, in which human resources, rather than funding, will likely prove to be the fundamental limiting factor on the successes we achieve during the planning period."
(MARCOM, 2008: 11)

1.1 Background

As a result of increased attrition and shortfalls in recruitment into technical occupations, the Canadian navy's effective strength has been steadily eroding over the last decade, "becoming increasingly inadequate to address emerging strategic and operational requirements that define the navy's institutional role within an integrated, unified and transformed Canadian Forces (CF)" (MARCOM, 2007: 5). A number of external and internal human resource (HR) factors are exerting stress on the Maritime Command (MARCOM) establishment, which is the smallest it has been since the post-Korean conflict build-up. According to the *MARCOM Strategic Assessment 2008* (MARCOM, 2007), these HR factors include:

- the beginning of a "major demographic compression" of the navy's uniformed and civilian workforces;

- a highly competitive domestic marketplace for technically inclined workers, which has made it difficult to reach specific recruiting targets for naval occupations, many of which are now in distress;

- new demands at the national and formation levels associated with CF transformation and the stand-up of the new operational commands;

- the need to augment CF operations in Afghanistan; and

- concurrent reductions in the Department of National Defence (DND)'s materiel and acquisition domains since the 1990's, which have meant that the navy's capacity to conceive, design and build the future maritime force has been greatly diminished.

To ensure that the Canadian navy will be able to deliver on its tasks at hand and succeed in operations now and in the future, particularly during the upcoming period of intense transition during which the "fleet of today" is replaced by the "fleet of tomorrow", several HR initiatives have been outlined in the *MARCOM Strategic Assessment 2008* (MARCOM, 2007):

- First, a priority effort is already underway to restore the navy's distressed trades to health. As this effort takes hold, means to improve production of navy-delivered training and alternative approaches in fleet manning to improve retention will need to also be examined.

- Second, personnel will be re-assigned to project direction and project management duties through a carefully sequenced and orderly reorganization and rebalancing within MARCOM over the next five year period.

- Third, a comprehensive force establishment review will need to be undertaken to position the navy's personnel and training systems for the arrival of the new fleet. This review will also aim to better integrate the Regular and Reserve components of the maritime force at sea and ashore, to enhance MARCOM's institutional capacity to support the integrated and transformed CF, and to address emerging strategic and operational requirements arising from the growing complexity of operations in the integrated maritime battlespace.

- Fourth, institutional renewal requires the navy to formalize its "succession-planning system to prepare the navy's future leaders for challenges at the national/strategic-level and position them to compete effectively for leadership appointments within the broader CF/DND" (MARCOM, 2008). By FY 10/11, it is expected that a new succession planning model will be fully entrenched in officer and senior non-commissioned member (NCM) career management decision-making.

Civilian workforce planning also needs to be fully integrated within MARCOM's strategic business-planning framework, according to the *MARCOM Strategic Assessment 2008* (MARCOM, 2007). This is important because the navy has retained a significant industrial capacity in its two Fleet Maintenance Facilities, and this capacity needs to be managed effectively using flexible HR approaches. A number of initiatives to support this objective have been outlined in the *Maritime Commander's Intent for 2009 to 2012* (MARCOM, 2008):

- Workforce renewal efforts, including apprenticeship intakes, will be increased to the levels required to match projected attrition rates, with outreach efforts aimed at youth and employment equity groups.

- Growth in the civilian workforce will be targeted towards key effects, including the need to maintain the navy's capacity to support fleet operations, as well as to increase the navy's capacity to renew infrastructure and develop the future maritime force.

- Continuous learning will be focused on job training requirements, workforce renewal and succession planning, leadership and change management, and language training.

One important consideration that must be taken into account while implementing these various HR initiatives is the type of people who are to benefit from them. A particular

challenge today is the fact that there are currently three very different generations working side by side in the navy, from the Baby Boomer Generation that is approaching retirement, to the Generation X that is climbing up the chain of command, to the Millennial Generation[1] that is now being recruited into the navy's junior ranks. Whereas the Baby Boomers and Generation X have been in the labour force long enough that their characteristics and work expectations are generally understood, the Millennial Generation is still considered to be a new entity, which needs to be better understood in order to recruit and retain them.

1.2 Aim

The aim of this paper is to examine external literature pertaining to the Millennial Generation and discuss their influencers, characteristics and work expectations as they pertain to the Canadian navy.

1.3 Scope

This is the second of a series of papers that is part of the Future Sailor Initiative, with the first paper having discussed major Canadian demographic trends and how they are reflected within the navy's recruitable population (Dunn & Jesion, 2007). In this paper, a brief overview of generational theory will be provided, with a description of the various generations that make up today's workforce, i.e. the Traditionalists born between 1925 and 1945, Baby Boomers (1946-1964), Generation X (1965 and 1980), and the Millennials (1981-2000). The paper then focuses on the Millennial Generation, examining in more depth the key influencers in their lives, their resulting characteristics, and their expectations as they enter the workforce. Follow-on studies will more closely examine the implications that the Millennial Generation's characteristics and work expectations may have on the Canadian navy, in terms of such issues as attraction and recruitment, training and education, leadership, organizational culture, and retention.

1.4 Methodology

An extensive literature review of open literature sources was conducted, using key word combinations that included, for example, "generational theory", "generational definitions", "Millennial Generation" "Generation Y", "influencers", "characteristics", and "work expectations". Thematic analyses were then conducted on the resulting articles and references, with the results consolidated for this paper.

It should be noted that whereas the predominance of the information collected for this paper was from studies pertaining to public opinion and attitude surveys conducted in the United

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[1] Although the generation which is currently entering the workforce has been called many things, including Generation Y, Gen Why, Echo Boomers, Nexters, Internet Generation, I-Generation, and even the Sunshine Generation, this paper will use the term Millennial Generation (or Millennials for short), as this is the term they themselves prefer (Howe & Strauss, 2000).

States (U.S.), references were also collected from Canada, Australia and the United Kingdom (UK). Findings did not typically differ dramatically between the various countries, but in those instances where a study's findings were found to be based on specific factors for one country or another that could not be extrapolated to a Canadian context, the study was not included in the analysis for this paper.

2.   Generational Theory

> ***gen-er-a-tion****. n. 1. All of the offspring that are at the same stage of descent from a common ancestor. 2. The average interval of time between the birth of parents and the birth of their offspring. 3. A group of individuals born and living about the same time. 4. A group of generally contemporaneous individuals regarded as having common cultural or social characteristics and attitudes.* (The American Heritage Dictionary of the English Language, 4th Edition)

Senior naval leaders need to be aware of the sociological dynamics which influence the perspectives and behaviours of their personnel in order to maximize operational effectiveness. Although it has been suggested by Taylor (2008) that the values of CF members may be more closely related to rank than to generational, age or life-stage cohort affiliations, the influence of circumstances and experiences – be they economic, social, sociological, or demographic – during one's formative years cannot be ignored. Karl Mannheim (1928) was the first to contend that cohorts within populations join together around shared experiences and conditions rather than along, what was at the time, the traditionally accepted lines of social class and geography. He recognized that cohorts experiencing the same cultural events, interpreted through a similar lens based on their life stage of sociological development, would forever share a sense of a common perspective. And it was that premise, rather than simply separating generations based on a certain number of calendar years, that formed a solid foundation for the analysis of social process and change (Taylor, 2008).

This chapter will: examine what is meant by a "generation" and how different generations evolve; compare the general characteristics of the four generations presently found in the Canadian workforce, i.e. the Traditionalists, the Baby Boomers, the Gen Xers, and the Millennials; and discuss additional considerations, such as individual differences and life-stage effects. For instance, it should be noted that the characteristics that describe a particular generation are not necessarily unique to that generation, but instead are those which are relatively strong within that generation when compared to others. Generations are also not mutually exclusive from other generations, from either culture/social values or familial/year of birth perspectives.

2.1   Definition of 'Generation'

When one thinks of the term "generation", one typically thinks of the *familial* type of generation, or the average time between the birth of parents and the birth of their offspring. Familial generations are typically associated with a 25- to 30-year timeframe, although this has been increasing over the course of time, as the average age of women giving birth has been on an upward climb over the last few decades. In 1979, births to older mothers, those aged 35 and older, accounted for under 5% of all births; in 2004, that proportion had increased to over 17% (Statistics Canada (StatsCan), 2006). *Cultural* generations, on the other hand,

evolve in response to shifting societal values and new technologies, and have been typically becoming shorter with the accelerating change in culture (Wikipedia, 2009: Generation). As a result, their characteristics change in less time than that associated with familial generations.

2.2 Generational Delineators

Cultural generations are cohorts of people who: 1) share the same life stage; 2) live through the same economic, social, and political times; and 3) are shaped by the same social markers and events (McCrindle & Beard, 2007).

2.2.1 Age and Life Stage

Age is the most obvious of the generational delineators, as it includes people sharing an age range (and therefore a life stage) and separates them from older or younger generations. However, it is not a particularly reliable delineator on its own as researchers cannot seem to agree on the exact start and end dates of a generation. For the purpose of this study, Traditionalists were born between 1925 and 1945, Baby Boomers were born between 1946 and 1964, Generation X was born between 1965 and 1980, and Millennials were born between 1981 and 2000. However, if one were to look at the literature, one would see variations as large as a decade in these age ranges. Another point to consider is that if age were to be used as the sole delineator, there would be no way to differentiate today's teenager from one decades ago. However, as evidenced below, these two types of teenagers are indeed different (McCrindle & Beard, 2007).

2.2.2 Economic, Social and Political Trends

Economic, social and political conditions also divide generations. As McCrindle & Beard (2007) discuss, people of different ages respond to the same conditions in different ways. For example, take the introduction of digital technology into western society. Millennials have been immersed in this type of environment almost from birth, and thus they are what Prensky (2001) calls 'digital natives'. Members of Generation X, considered to be 'digital adaptives', saw the emergence of digital technology during their teen years, and have subsequently embraced the consumer durables that have evolved from these technological advances. Baby Boomers reached adulthood without digital technology, so they are 'digital immigrants' – some have embraced the new digital technologies, but others do so reluctantly. Lastly, the Traditionalists are the latecomers to technology – the Internet, podcasts, online gaming, etc. – are foreign concepts to them, so they would be considered 'digital aliens' (Sandars, 2006).

2.2.3 Events and Experiences

Of particular importance when discussing generations is each generation's defining moments – events that capture the attention and emotions of individuals at a formative stage in their

lives (Raines, 2007). Experiences that occur during the formative childhood and teenage years most accurately create and define the differences between generations. These social markers create paradigms through which the world is viewed and decisions are made. For example, Traditionalists were shaped by the Great Depression and World War II. Baby Boomers were influenced by the advent of television, rock and roll, the Cold War, the Vietnam War, and the threat of nuclear war. Generation X saw the introduction of the personal computer, AIDS, the growth of multiculturalism, the downsizing of companies, and an increase in the number of single parent families. And the Millennial Generation has been shaped by the age of the Internet, cable television, 9/11, globalization and environmentalism (McCrindle, 2007a).

2.3   Generational Cycles

It has been suggested that society and the generational cohorts that characterize human social behaviour patterns have a cyclical nature to them, occurring in a repeating pattern of four identifiable quadrants with unique yet highly related characteristics. And this is not just a western society phenomenon. These phases occur throughout the world, within all social strata, and while they may vary somewhat from region to region, the basic characteristics are similar (Shepard, 2004).

2.3.1   Societal Phases

Society, as a general rule, rotates through a cycle of growth, conformity, decay and divisiveness. These behavioural phases, or "turnings" according to Strauss & Howe (1997), are driven by powerful change agents that include the evolution of social values, political power shifts, balances in demographics and social makeup, and economic upturns or downturns (Shepard, 2004).

The first phase in the cycle is the *High*, which is a time of growth and optimism during which business institutions grow stronger and individuals grow weaker as they place more trust in the infrastructure elements of society – banks, health care institutions, large corporations. During this period, a new civic structure takes root and flourishes as the strength of the previous regime declines (Shepard, 2004). This is typically a period of confident expansion in the aftermath of an epic struggle, e.g. the post-World War II era (Strauss & Howe, 1997).

The second phase is the *Awakening*, which is a period of unrest that simmers just below the surface. There is a serious examination of social mores, which eventually becomes loud and passionate, repeatedly attacking the existing social order as new values arise and begin to take effect (Shepard, 2004). An example of this phase would be the turbulent 1960's and 1970's, as the values of the past were openly rejected and a sense of personal liberation emerged.

The third phase is the *Unraveling*, an increasingly troubled era when strong individualism overpowers increasingly fragmented institutions. This turning is characterized by distinct pessimism and a sense that "things are coming apart at the seams". During this period, the

quest for meaning peaks and individuals become much stronger and more influential elements of the social fabric. Meanwhile institutions weaken due to declining public trust (Shepard, 2004). This type of phase is illustrated most recently by the 1980's and 1990's.

The last phase in the cycle is the *Crisis*, a period of social emergence, during which there is strong social upheaval that continues as the new social infrastructure takes effect. This is a time of secular unrest as society redefines its very nature and purpose (Shepard, 2004). The last Crisis phase would have been the period before and during World War II, and as the western world struggles with the aftermath of 9/11 and the ongoing Afghanistan War, it is posited that society has re-entered another Crisis phase (Strauss & Howe, 1997).

2.3.2   Generational Archetypes

Just as society appears to rotate through four distinct phases or turnings, generations are also theorized to rotate through four different archetypes, namely Artists, Prophets, Nomads, and Heroes (Strauss & Howe, 1997). *Artists* are subtle, indecisive, emotional and compromising, often having to deal with feelings of repression and inner conflict (Strauss & Howe, 1997). As summarized in Table I, they grow up during a Crisis phase (such as World War II), come of age during a High (such as the post-World War II era), rebel as midlife leaders during an Awakening (such as the 1960's and 1970's), and become the empathetic elders of an Unraveling (such as the 1980's and 1990's). Traditionalists are an example of an Artist generation (see Section 2.4.1 for more detail).

Table I: Generational Archetype Developmental Stages

	Child	**Young Adult**	**Mid-Life**	**Elder**	**Example**
Artist	Crisis	High	Awakening	Unraveling	Traditionalist
Prophet	High	Awakening	Unraveling	Crisis	Baby Boomer
Nomad	Awakening	Unraveling	Crisis	High	Gen X
Hero	Unraveling	Crisis	High	Awakening	G.I. Generation, Millennial

Prophets are values-driven, moralistic, self-focussed and willing to fight to the death for what they believe in (Strauss & Howe, 1997). They grow up during a High turning, come of age during an Awakening, enter mid-life during an Unraveling, and are the wise, elder leaders of the next Crisis (Table I). Baby Boomers are an example of a Prophet generation (see Section 2.4.2 for more detail).

Nomads are described by Strauss & Howe (1997) as "tough, unwanted, diverse, adventurous, and cynical about institutions". They grow up during an Awakening phase, come of age during an Unraveling, become mid-life leaders of a Crisis, and are the tough, post-crisis elders during a High (Table I). Generation X is an example of a Nomad generation (see Section 2.4.3 for more detail).

Heroes are conventional, powerful, and institutionally driven, with a profound trust in authority (Strauss & Howe, 1997). They grow up during an Unraveling turning, come of age during a Crisis, enter mid-life during a High, and then become the powerful elders who face the next Awakening (Table I). The G.I. Generation that preceded the Traditionalist Generation is an example of a Hero generation, and, as the cycle proposed by Strauss & Howe (1997) begins to repeat itself, so too appears to be the Millennial Generation. They share similarly strong feelings with the G.I. Generation about civic order, traditional values, family centrism, and dependence on reconstituted, trustworthy institutions (see Section 2.4.4 for more detail).

2.3.3   Generational Composition of Societal Phases

According to Strauss & Howe's theory, each of the four societal phases or turnings is composed of a unique composition of generational archetypes. For example, during a Crisis, the children are always Artists, the young adults are always Heroes, the mid-lifers are always Nomads, and the elders are always Prophets. In their study, *The Fourth Turning*, Strauss & Howe illustrate that this has held true with remarkable consistency over the past 500 years of Anglo-American history. Since events and experiences shape each generation differently depending on what phase of life it occupies as it encounters key historical events, i.e. a period of crisis will leave a different impression on children than the one it leaves on midlife leaders, they conclude that history creates generations – and these in turn reproduce the cycle of history (Strauss & Howe, 1997).

2.4   Comparison of Current Generational Cohorts

Today's workforce includes Traditionalists, Baby Boomers, Generation X, and the Millennial Generation. As discussed above, every generation is uniquely shaped by its own location in history, with different economic, sociological and demographic trends and experiences. Each generation, therefore, brings something different to the workplace, with their own distinct set of values, views of authority, orientation to the world, loyalty, expectations of their leadership, and ideal work environment (Spiro, 2006). These characteristics lead to the development of unique terminal and instrumental values – *terminal values* being the goals that

an individual would like to achieve during their lifetime and *instrumental values* being the preferable modes of behaviour used in pursuit of one's terminal values (Chavez, 2005). Table II provides a brief synopsis of each generation's core values and personalities that are discussed in more detail in the following sub-sections.

Table II – Comparison of Generations in the Workplace[2]

You're a…	Traditionalist	Baby Boomer	Generation X	Millennial
If you were born…	between 1925 and 1945.	between 1946 and 1964.	between 1965 and 1980.	between 1981 and 2000.
You're shaped by…	World War II, the Depression, and a traditional family structure.	television, the Cold War, student activism, youth culture, the FLQ crisis, feminism, space travel, and stay-at-home moms.	the energy crisis, technology's first wave, fall of the Berlin Wall, music videos, AIDS, working mothers (latchkey kids), and rising divorce rates.	explosion of technology and media, 9-11, the Columbine shootings, multiculturalism, and a variety of family structures.
You value…	respect, loyalty, and experience.	standing out, and recognition.	flexibility, honesty, feedback, and work-life balance.	strong leadership, concern for community, structure, fair play, and diversity.
On the job you are…	a disciplined, hard worker who appreciates order and a job well done.	a driven, service-oriented team player who doesn't want to be micromanaged. You live to work.	independent, self-reliant, unimpressed by authority and focused on self-development. You work to live.	self-confident, competent, optimistic, out-spoken, collaborative.
Your career motto is…	Seek job security.	Education plus hard work equals success.	Invest in portable career skills.	Multi-track or die!

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2.4.1 Traditionalists

Traditionalists, also referred to as Veterans, Matures, Elders or the Silent Generation, are the oldest employees found in the workplace. They experienced periods of major global upheaval during their formative years, having grown up during the Great Depression and World War II, and were influenced by other significant events such as the Korean War, the Golden Age of Radio, and the Silver Screen (Zemke, 2001). This generation came into adulthood near the end of or after World War II, during a period of rebuilding and unparalleled economic prosperity for themselves and their families (Schwab, 2005). That being said, they also experienced rationing and hardship early on, so they tend to be frugal (Cran, 2006); they know what it is like to do without (D'Addonno, 2004) and know that they "will never have it all" (Gesensway, 2006). Traditionalists have a conservative approach to life and are reluctant to embrace change (Horton & Duggan, 2006; Taylor, 2008). They grew up in traditional families and followed traditional gender roles, with husbands working while wives cared for the home and children (Purdue, n.d.). This was the era where children were to be seen but not heard (Bentley, 2007).

Traditionalists have unbounded loyalty, and are known for staying with one company for their entire career (Horton & Duggan, 2006; Spiro, 2006; Taylor, 2008). In exchange, they expect a job for life (McGee, 2004). They bring to the workplace a well developed work ethic, being dependable and showing up on time (Cran, 2006; Horton & Duggan, 2006; Taylor, 2008). On the job, they are consummate team players, not likely to "rock the boat," break the rules or disrespect authority (Bentley, 2007). Traditionalists are comfortable with a hierarchical structure, with a command and control style of leadership, which disseminates information on a "need to know" basis (Purdue, n.d.; Allen, 2004; Horton & Duggan, 2006; Spiro, 2006; Taylor, 2008). Conformity is desirable for this group because they have achieved so much through collective effort (Schwab, 2005). They expect to make sacrifices for the greater good (Purdue, n.d.). Traditionalists do not tend to seek promotion but derive satisfaction from a job well done. However, they value security and stability even more than personal autonomy and fulfillment (Taylor, 2008). They would prefer to save their money and defer gratification and rewards until they reach retirement age (McGee, 2004; Horton & Duggan, 2006; Taylor, 2008).

The last of the Traditionalists in the Canadian navy would have retired by 2000 (no later than 2005 if they had been extended to the age of 60). That being said, however, many of the policies and programs created by Traditionalists are still in place, so while Traditionalists themselves may be gone, they are not forgotten as the effects of their policies and programs are still being felt by those currently in the navy.

2.4.2 Baby Boomers

The birth of the Baby Boomer generation marked the beginning of a reversal of an American population trend. Almost precisely nine months after the end of World War II, more babies were born every minute than ever before, and because of the improvements in modern

medicine, more of them survived what had previously been the highest mortality period in a human's life (Drago, 2006). Hence the name "Baby Boom".

The post-war period during which the Baby Boomers grew up was a time of economic prosperity followed by a time of social rebellion, as evidenced by the Vietnam War protests, women's liberation and the civil rights movements. They rebelled against conformity and carved out a perfectionist lifestyle based on personal values and spiritual growth (Bentley, 2007). It was also a time of indulgence, as evidenced by Woodstock, mini skirts and hippies with their long hair (Chavez, 2005; Drago, 2006). The defining moments of the Baby Boomer generation include the Cuban Missile Crisis, the Vietnam War, and the assassinations of John F. Kennedy and Martin Luther King (Purdue, n.d.; Zemke, 2001). Television changed their world dramatically (D'Addonno, 2004).

The Baby Boom Generation is also known as the "me generation" (McGee, 2004). They typically grew up in the traditional nuclear family where the father worked and the mother stayed at home, reared with unprecedented sensitivity according to the precepts of Dr. Spock (Fritzson, Howell & Zakheim, 2008). Growing up during a period of economic expansion and prosperity reinforced the message told to them from an early age that anything was possible and that they could change the world. Baby Boomers consequently developed expectations of entitlement, accomplishment, and social recognition (D'Addonno, 2004; Chavez, 2005). Because of their sheer numbers and the economic conditions at the time, society's infrastructure and institutions were expanded to meet their needs; and they were the first target of the "mass-media-supported corporate marketing machine", which convinced them that they were the rightful focus of society (Taylor, 2008).

Work has been the dominant force in Baby Boomer lives, and it has been more than just putting food on the table; it has been their raison d'etre (Wong, 2000). Baby Boomers have worked relentlessly in pursuit of goals, such as the corner office, top title and highest salary, often at the expense of marriages, family and personal lives (Shepard, 2004; Spiro, 2006). This is the group that invented the 60-hour work week (Raines, 2007). Baby Boomers equate success with how many hours they put in, and they value experience over expertise (Allen, 2004; Gesensway, 2006; Taylor, 2008). With the large number of people in their cohort, Baby Boomers have had to compete for limited openings all the way up the corporate ladder (McGee, 2004). If a Baby Boomer were told to do something at work or else be fired – they would do it because there has always been someone else to fill their shoes (Cran, 2006).

Today, Baby Boomers represent the highest level of the Canadian navy's leadership. The navy began to see Baby Boomers reach the compulsory retirement age at the beginning of this century, and will continue to see them reach the maximum age for service over the next decade. When junior officers or NCMs complain about the Navy's senior leaders, they are talking about Baby Boomers. After all, the commonplace practice of working "24/7" came from this generation.

2.4.3   Generation X

Members of Generation X[3], or Gen Xers, are predominantly the children of Baby Boomers. As opposed to their much heralded parents, this generation arrived virtually unnoticed (Wong, 2000). Generation X is a much smaller cohort, due to the birth control pill and women delaying childbearing until their 30's, which caused a dramatic drop in the birthrate throughout the Western world (Allen, 2004).

Gen Xers grew up in a less idyllic world than their Baby Boomer parents, during a period of political, military and economic failures defined by Watergate, AIDS, the Challenger Space Shuttle disaster, and massive corporate layoffs (Purdue, n.d.; Zemke, 2001). The growth of the feminist movement during the 1960's and 1970's also meant that more women began to enter the workforce. With both Baby Boomer parents now working, Gen Xers became the ultimate "latchkey" children (Purdue, n.d.; Wong, 2000; Chavez, 2005; Drago, 2006; Gesensway, 2006; Fritzson, Howell & Zakheim, 2008). Being alone and fending for themselves, young Gen Xers learned to rely on themselves and developed a confidence often misinterpreted as arrogance. They waited for "quality time" with their parents that seldom came and learned to trust only themselves. Yearning for the bonds normally found in a family, Xers sought out a circle of friends for their meaningful relationships (Wong, 2000; McGee, 2004). Increasing Baby Boomer divorce rates also meant that Gen Xers did not have the nurturing environment, even when their parents were not working, that was enjoyed by the Baby Boomers when they were children. Instead, visitation rights and joint custody became the norm as over 40% of American Gen Xers spent time in a single-parent home by age 16 (Wong, 2000).

Technology also revolutionized the way society operated during Generation X's formative years (Chavez, 2005). As these children grew up, their time was often spent alone watching television, playing video games, or using the computer. These habits had both negative and positive consequences in developing the personality of the Gen Xers. On the negative side, with the television becoming the primary babysitter, they witnessed more acts of violence, murders, and crime than any other generation in history. Understandably, this helped to foster an unrealistic and unhealthy view of reality for many in this generation (Yamashiro, 1998). On the positive side, Gen Xers became extremely comfortable using the computer, learning to multi-task and to communicate informally via email (Purdue, n.d.).

Not surprisingly, Generation X has a more cynical, pragmatic, survivor mentality than their Baby Boomer parents. Having watched their parents work long hours and devote themselves to one company, only to be downsized or miserable in their jobs, this generation has developed its current value system of "I am going to have a life first and work will come second". Work-life balance has become its mantra; and it is the Gen Xers who have pushed for flex hours, 4-day work weeks, paid sabbaticals for education, and paid parental leave for both fathers and mothers (Cran, 2006). Overtime, 80-hour work weeks, and working

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[3] Coupland coined the term "Generation X" in his novel by the same name about three rootless people in their mid to late 20s and their reluctance to make the role transitions associated with the transition into adulthood (e.g. marriage, long term occupation, etc.) The novel generated a lot of attention and commentary and the term tended to be associated with those born after 1965 (Kaimal, 2003). Generation X, or Gen Xers, are also referred to as Nexters, the Baby Bust Generation, or the MTV Generation.

evenings and weekends have no appeal for Generation X (Chavez, 2005; Horton & Duggan, 2006).

At work, this generation values positive relationships with colleagues, interesting work and continuous opportunities for learning. In surveys, Gen Xers rank power, prestige and salary near the bottom of the list of what makes a career worth having (Gesensway, 2006). Mundane jobs are deemed unworthy; challenging work where they can fully utilize their technical skills is what matters to them (Horton & Duggan, 2006). Gen Xers see supervisors as coaches rather than managers (Chavez, 2005). They prefer functioning in self-formed teams, and tend to display loyalty to these teams rather than to the overarching organization itself. Their leadership style is direct and straight-forward, but can be lacking in tact. Gen Xers eschew the concept of career progression based on seniority, believing that promotion should be based on competency and productivity (Taylor, 2008). They are outcome-focused, expecting specific constructive feedback on their performance (Allen, 2004). Their notion of making a difference is manifested at a much more localized level through close friends or small groups and not political power or status based-groups (Schwab, 2005).

Gen Xers tend to be mistrustful of corporations and are not loyal to any one company. In fact, they tend to steer away from large employers in favour of entrepreneurism (Fritzson, Howell & Zakheim, 2008). If their job does not take them where they want to go, Gen Xers move on (McGee, 2004; Allen, 2004). An average of four to six jobs is more likely over the course of their working life, and they expect to retire as early as financially feasible (Horton & Duggan, 2006). In the workplace, Gen Xers cannot be threatened to do something or they will get fired because they do not have the same survival issues as their Baby Boomer parents had (Cran, 2006).

According to Wong (2000), Generation X military officers, as compared to their Baby Boomer counterparts at their age, are more confident in their abilities, perceive loyalty differently, want more balance between work and family, and are not intimidated by rank. Because Gen Xers have been able to utilize technology, where phones, e-mail, and the Internet have kept them linked with their family, peers, and the outside world, Generation X officers tend to be more current in issues and more aware of the situation outside the military than junior officers have been in the past. They know about the outside job market, housing trends, technological advances, and the nuances of the "New Economy", often more than their Baby Boomer bosses. Junior officers have, therefore, become persuaded in increasing numbers that senior leadership is not connected to the reality of the trenches (Wong, 2000). This poses an interesting conundrum for Canadian naval leadership as they struggle to deal with the recruitment and retention issues facing the navy today.

2.4.4   Millennials

As Generation X came of age, society began to realize that there was a cost to the self-fulfillment movement of the Baby Boomers during the 1960's and 1970's, and that cost was being paid by the children (Jones, 1997). To right this wrong, the "Baby on Board" era was

born with the advent of the Millennial Generation[4]. Consequently, Millennials are as different from Gen Xers as Gen Xers are from the Boomers (Shepard, 2004). For instance, as opposed to the Gen Xers who were always told "Just Say No", the Millennials are being told "Just Do It" (Vogel, 2001). Howe & Strauss (2000) contend that the Millennial Generation will be more numerous, more affluent, better educated and more ethnically diverse than any previous generation, and evidence is bearing this out (Apple Canada, 2004; Mumford, 2006; Sandars, 2006). They are also the most technology-fluent, multitasking, adaptable and team-oriented group of workers in history (Trigaux, 2003). They have grown up in the e-commerce age, seen greater technological advances than ever before, and are more comfortable with change and globalization than any previous generation (Chavez, 2005). Their world has always included personal computers, laptops, the Internet, CDs, DVDs, ATMs, cellular phones, pagers, and digital cameras (Trigaux, 2003; Spiro, 2006).

As discussed in Section 2.3.2, generations re-appear on a cyclical basis. Following this trend, the Millennial Generation appears to share many characteristics of the G.I. Generation, with a return to more conservative values (Allen, 2004). Indeed, this generation may in fact be more civic- and family-oriented than any since World War II, reversing long-term trends toward increased rates of criminal activity, drug use and teen pregnancy (Raines, 2002; Fritzson, Howell & Zakheim, 2008). Like their great-grandparents, Millennials appear to be deeply committed to family, community and teamwork. Among middle class high school and college students, volunteering for nonprofit work has become almost the norm. Whereas it is a requirement for high school graduation in many places, Millennials are still competing for places in organizations like the Peace Corps and Teach for America once they complete college (Fritzson, Howell & Zakheim, 2008).

However, it is not all positive news with the Millennial Generation. The defining moments of the Millennials include the Oklahoma City bombing, the shootings at Columbine, the Columbia Space Shuttle disaster, Princess Diana's death, and 9/11 (Purdue, n.d.; Zemke, 2001; D'Addono, 2004; McGee, 2004; Chavez, 2005). There is also a widening gap between the haves and the have-nots throughout Canada and the U.S, especially in inner cities. The number of children living in poverty throughout North America has increased (Jones, 1997). Even in relatively affluent families, many children still lack adequate adult care because both parents work long hours and have not provided suitable substitutes. The "Good-Scout" generation may be confined to families with thoughtful parents, access to good education, health care and technologies like home computers (Jones, 1997).

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[4] The Millennial Generation is also referred to as Generation Y (because they follow Generation X), Generation Why? (because they question everything), Nexters, the Net Generation or Dot.Com Generation (because of their prolific use of the Internet) or Echo Boomers (because they are the children of the Baby Boomers and are expected to echo their impact on society (Foot, 2005)). However, it is the name "Millennial Generation" or Millennials" that they personally prefer (Howe & Strauss, 2000).

2.5 Additional Considerations

2.5.1 Individual Differences

It is important to note that not every Traditionalist, Baby Boomer, Gen Xer or Millennial will exactly fit within their generational stereotype. People born in the middle of their generational age range will be closest to the generalized characteristics associated with their generation. However, generational cohorts are not exactly defined so anyone at either the beginning or the end of a generational age range is more likely to have a mix of characteristics from two cohorts (Purdue, n.d.; Wheeler, 2006). People are also individuals, and generalized characteristics may not be true for everyone in a particular cohort (Purdue, n.d.; Raines, 2007). Personal backgrounds, such as being the eldest or youngest child in a family, being raised in an urban, suburban or rural setting, having different faiths, educational and work experiences will also influence one's attitudes and behaviours. However, when one talks about a generation, one does not talk about its individuals but rather about its social and cultural center of gravity. Its direction of change can be more important than its current location. It is a generation's direction that best reveals its collective self-image and sense of destiny (Strauss & Howe, 2000). Generational generalizations should therefore be used as flexible guidelines. They can provide insights, awareness, and empathy, which, in turn, can foster new approaches, adaptations, and behavioural change. Such changes can lead to more understanding, cohesiveness, creativity, and productivity, all of which are critically important to organizations today (Stafford & Griffis, 2008).

2.5.2 Ages and Stages

It has also been argued by some academics that many so-called generational characteristics are instead life-stage effects, which are found in every generation as they move from less responsibility in young adulthood to more responsibility in older age (Rokeach, 1974; Jurkiewicz & Brown, 1998; Skibo, 2004; Fritzson, Howell & Zakheim, 2008; Stafford & Griffis, 2008; Taylor, 2008). Howe and Strauss (2007) have suggested that there are four "life phases": youth (ages 0 to 21), rising adulthood (ages 22 to 43), midlife (ages 44 to 65), and elderhood (ages 66 and up). During youth, the central role of individuals is dependence – growing, learning, accepting protection and nurture, avoiding harm, and acquiring values. In rising adulthood, the key behaviours are working, starting families and livelihoods, serving institutions, and testing values. While in midlife, individuals focus on leadership – parenting, teaching, directing institutions and using values. Finally, during elderhood, supervising, mentoring, channelling endowments, and passing on values are the key behaviours.

Therefore, it might be tempting to attribute the differences seen in the younger Millennial Generation, as compared to the older Generation X and Baby Boomer generations, to that of their age, since youth of all eras do tend to demonstrate some similar characteristics, such as experimental lifestyles, questioning the status quo, and pushing boundaries (McCrindle, 2007b). One would conclude then that some of the Millennials' attitudes could simply be attributed to their being youthful, and that they will change with time. However, generations

do not change over time to look identical to how their parents looked at the same age. According to McCrindle (2006) and many others (Howe & Strauss, 2007; Raines, 2002), generational values, attitudes, and priorities are established and identifiable early in life. As discussed earlier, while age does somewhat influence behaviour and attitudes, greater impact is made by the culture in which a person lives out their youth, as well as significant events during their formative years. So the technology, mass marketing, political times and pop-culture with which today's youth have grown up have ensured that they are significantly different from previous youth cultures. Because of these different times, conditions and social markers, Millennials will have different aspirations and worldviews than their predecessors (McCrindle, 2007b).

As an example, a study by Smola and Sutton (2002) on Gen Xers found that although there was indeed an overall change in work values as that generation matured, such as giving work a lower priority in life and placing less value in feeling a sense of pride at work, the study also found that there were still significant generational differences, such as Gen Xers reporting less loyalty to their companies, wanting to be promoted more quickly and being more "me-oriented" than Baby Boomers. Another study on U.S. Army officers also found that comparing survey results of Baby Boomer and Gen X officers when they were at similar stages of their careers revealed substantially different attitudes (Wong, 2000). For example, Xer Captains are more confident in their abilities, they see loyalty differently, they want more balance between life and work, pay is more important but more money will not retain them, and they are not impressed with rank.

Cummings and Worley (2005) similarly proposed a series of career stages as employees develop and mature within an organization. The establishment stage is characterized by employees who are uncertain about their competence and potential, being dependent on others (particularly supervisors) for guidance, and making initial choices about their career and organization. The next phase, the advancement stage, is characterized by employees who are independent contributors concerned with achievement and advancement, who perform autonomously from supervisors yet are linked to colleagues, and who clarify long-term career options. Following that, employees enter the maintenance phase, during which they consolidate career achievements, guide subordinates, take stock and reappraise their career circumstances. The final career stage, withdrawal, is characterized by passing on organizational attachments, imparting organizational knowledge to others, and planning transition to retirement. Cummings and Worley (2005) acknowledge, however, that the complexities of the modern workplace may not be fully represented by such a linear model, which perhaps better reflects the more "traditional" workplace of years past. They suggest that careers will be driven more by the individual than the organization, such that "life age or stage will matter less than career age and the ability to perform" (Cummings & Worley (2005), p.397-398).

2.6   Summary

Shaped by the same economic, social and political times and influenced by the same social markers and events which occurred at critical stages of their lives, different generations bring

different strengths and weaknesses to the workplace. Traditionalists, the oldest members of the workforce, are conservative and reluctant to embrace change. Baby Boomers, who are now beginning to retire in vast numbers, are notorious for being workaholics. Gen Xers, who are making their way up through the middle management cadre, are not interested in being workaholics like their Baby Boomer predecessors, and so they try to live by the creed of "work-life balance". Each of these generations have left their mark on the workplace, and so too will the latest generation to join the workforce, the Millennial Generation. As employers scramble to replace their retiring Traditionalists and Baby Boomers and ensure that they have the technologically savvy employees required for the future, it is important to understand these new employees. To provide some insight for the Canadian navy, which faces these same challenges, the next three chapters will discuss the major influencers of the Millennial Generation, their resulting characteristics and their work expectations.

3.   Influencers of the Millennial Generation

Doted on, sheltered, helmeted, organized, and raised like hot-house flowers... (Zemke, 2001:47)

As discussed in Chapter 2, cultural generations are cohorts of people who: 1) share the same life stage; 2) live under the same economic, social and political times; and 3) are shaped by the same social markers and events. Experiences during one's formative years are particularly influential in defining a generation. Hence, it should be no surprise that two of the major influencers of the Millennial Generation are today's ever changing technology and the uncertain times in which they are growing up. The third, but perhaps the most important, influencer, however, is their family. Each of these will be discussed at length in this chapter.

3.1   Family

From the moment their Millennial children were born, long before technology or world events could affect their lives, Baby Boomer parents have been "cooing and coddling them like crazy" (Hira, 2007: 40). All that affection, added to the affluence of the 1980's and 1990's and working parents' guilt, has resulted in Millennials not only getting what they want materialistically but also being the center of their parents' lives. "Self-esteem is in, spanking is out, and coaching – whether it is for a soccer team or a kindergarten interview –is in" (Hira, 2007: 40).

3.1.1   Spotlight on Children & Families

The spotlight on children has swung like a pendulum over the last 60 years. During the post WWII era, children were all the rage; it was a popular time to have kids and to be a kid. When the Gen Xers were growing up, the spotlight shifted in the other direction, where latchkey kids, children of divorce, and kids with two working parents were the norm. The early 1990's saw the spotlight swinging back onto the Millennials and their families. The Federal Forum on Family Statistics reports that national attention on children is at an all-time high in North America. "Las Vegas and Club Med have gone family; parents and grandparents are taking the kids along on trips across the country and to destinations all over the globe; and eating out – once an adult thing – has become a family matter" (Raines, 2002:2).

3.1.2   Family Structure

Even with the re-focussing on children, today's family bears little resemblance to the traditional nuclear-style family of the 1960's with a working father and a homemaker mother. The majority of Canadian families are still married households, but the number of lone-

parent households has been steadily increasing. Between 1991 and 2001, the number of male lone-parent families grew by 49%, while the number of female lone-parent families, which accounts for over 80% of lone-parent families, rose by 35% (CCSD, 2006). In 2003, almost 72% of Canadian mothers with children under age 16 were in the labour force working either full- or part-time, with female lone-parents slightly less likely than mothers in two-parent families to be employed (67.9% vs. 72.3%) (CCSD, 2006).

Despite these statistics, the Millennial Generation is being raised by very involved parents (NAS, 2006). Parents are now older, which has resulted in them bringing more maturity to their roles as caregivers, teachers and coaches. Millennials mostly come from smaller families, on average the smallest families ever. The average size of Canadian families was 3.0 persons in 2001, down from 3.7 in 1971 (CCSD, 2006). As a result, parents are generally able to provide a higher standard of living for their children (Drago, 2006). Parents are also spending more time with their children than they did 25 years ago (Elias, 2004). Fathers have become more involved, with 90% of fathers now attending the birth of their children (Raines, 2002; Reynolds, 2005). As well, according to NAS (2006), more than half of families with children eat dinner together seven days a week, allowing for time to discuss important events.

3.1.3   Parenting Style

Baby Boomer parents have worked to ensure that their Millennial children have experienced more liberal formative years than they themselves had. Rather than the paternalistic, command and control style of parenting where children should be seen and not heard, Millennials have experienced an active parenting style where, from a very early age, their opinions have been solicited, listened to and acted upon by family members (Reynolds, 2005; Nebenzahl, 2007; ngen, 2008). It is reported that Millennials influence between 70% and 80% of the spending in the home (Shepard, 2003). For example, according to a recent U.S. auto industry survey, in 53% of families' decision to purchase a new vehicle, the brand choice was strongly influenced by the families' teens (Apple Canada, 2004).

3.1.4   Family Connectedness

Unlike older generations who were often eager to proclaim their independence, Millennials want to stay connected with their families (Stafford & Griffis, 2008). Rather than growing up as independent adults and moving away from parental authority, they have been brought up to be friends, so even after reaching adulthood, there is a close, collegial relationship. Not surprisingly, Millennials report being very close to their parents (Niedermier, 2004; Melby, 2006; Laucius, 2009). Roughly 80% say they talked to their parents in the last day; nearly 75% see their parents at least once a week and 50% say they see their parents daily (Kohut et al, 2007).

3.1.5　Helicopter Parents

It is not surprising that Millennials are close to their parents. While parents of the Gen Xers were considered underprotective, parents of the Millennials have watched over their children non-stop, "hovering" as they try to ensure that they grow up safely and well treated (Raines, 2002; Kaimal, 2003; Reiser, 2006; Nebenzahl, 2007). These "helicopter parents" have led the charge to protect their children from a hostile world, with everything from the "Baby on Board" signs that alert other drivers of the precious cargo inside, to zero-discipline policies and lockdown drills in schools, to "Parent Advisory" stickers on video games and music CDs that have adult themed lyrics (Vogel, 2001; DeBard, 2004; Vogt, 2005; Epstein & Howes, 2006; NAS, 2006). Parents of Millennials are also highly influential in their children's lives, from challenging poor grades and negotiating with the soccer coach when they are little, to visiting college campuses, guiding college curricula, writing résumés, going on interviews, negotiating salaries, and even interacting with military recruiters when they have grown into adults (Raines, 2002; Stafford & Griffis, 2008). They look for opportunities for their children, trying to protect them from the work world they experienced, which has included downsizing and right-sizing, knowing it can be tough to get ahead (Raines, 2002; Nebenzahl, 2007). They certainly do not want them to be slaves to the same bastions of authority – school church, sports teams - that they had to obey when they were younger (Nebenzahl, 2007).

3.1.6　Structured Lives

Millennials have come to both trust authority and to count on authority, not only to intercede on their behalf but also to organize their lives (DeBard, 2004). They have grown up in highly structured, highly chaperoned, home environments, where everything is scheduled for them, leaving very little unstructured free time (Zemke, 2001; ngen, 2008). This generation has constantly been on the go, involved in many activities, including daycare, after-school programs, recreational programs, music and dance lessons, sports camps, martial arts clubs, and arts programs (Purdue, n.d.; Vogt, 2001; Raines, 2002; DeBard, 2004). This type of over-scheduling has been an attempt by the Millennials' parents to keep their children from failing, as these parents often worry about the negative effects to their child's self-esteem that might be caused by failure (ngen, 2008). Affirmation begins early on, with over-scheduled grade-schoolers becoming overcommitted teens, with the emphasis on achieving. The goal is to get into a great college, which is supposed to lead to a great career and a great life (NAS, 2006; Hira, 2007).

3.1.7　Advice and Assistance

Not only do Millennials keep in close contact with their parents and rely on them to organize their lives, they also rely on them for advice and assistance. These 'active' parents do not leave them to make key decisions on their own; they are involved in their children's daily lives and decisions (NAS, 2006). As a result, Millennials are more likely than any other age group to say they turn to their families – primarily their mothers – for advice. They also rely on their family for more concrete types of assistance. Almost 50% say they depend on their parents or other family members for financial assistance; nearly 75% say they have received

financial help from their parents during the last year; and just over 60% say their parents help them out with errands, housework and home repairs (Kohut et al, 2007). As divorce has become more common and the number of blended families has grown, just over 20% of Millennials also have a living step-parent who is important to them, and similarly almost 15% have stepbrothers or stepsisters who have played an important role in their lives (Kohut et al, 2007).

Some experts believe that Millennials will struggle to make their own decisions because of this close parental involvement during their formative years. The prefrontal cortex of the brain, which involves decision-making and planning, is believed to continue to develop well into early adulthood. However, Millennials have not necessarily had to think or make choices, which would develop this area of the brain, because they are used to their parents handling everything for them. Hence it is hypothesized that their resourcefulness and self-reliance may be somewhat stifled by their "helicopter parents" (Stafford & Griffis, 2008).

Strong parental involvement also means that Millennials believe that they can accomplish anything, and "if they don't, they can always go back home" (NAS, 2006). It has been observed that Millennials live at home longer, stay in school longer and start families later than previous generations (May, 2008). In fact, according to a 2008 survey, an estimated 45% of 20 to 29 year olds still live at home (Laucius, 2009).

3.2   Technology

"Technologically savvy", "wizards of the web", "techno-wizards", "net generation", "media savvy" – all of these terms have been used to describe the Millennial Generation, which has grown up in the fastest and most complex era of technology thus far (Purdue, n.d.; Vogel, 2001; Kaimal, 2003; McGee, 2004; Pooley, 2005; Sandars, 2006; Spiro, 2006; Byrne, 2007; Brusilow, 2008). Millennials have developed an inherent understanding of technology, many of whom were using a computer before even attending kindergarten, none knowing a world without cell phones and the Internet (Vogel, 2001; Shepard, 2003; Foot, 2005; Schwab, 2005; DeBruyne, 2006; Drago, 2006; NAS, 2006; Byrne, 2007). Consequently, Millennials experience the world differently from other generations (Apple Canada, 2004; Sandars, 2006). Today's youth have seen, and indeed created, "seismic changes" in how society creates, consumes and manages culture and communications, from Google to Napster, MySpace, Facebook, and so on (Kaimal, 2003; Kohut et al, 2007; May, 2008).

3.2.1   Use of Technology

Having grown up in the age of technology, the Millennial Generation is heavily influenced by and dependent upon today's technology, particularly communications technology. It now seems almost mandatory that teenagers possess at least one personal electronic device – teachers tell of cell phone interruptions during class and students lacking papers because their laptops crashed, while employers tell of needing discussions in the workplace about why employees cannot use their cell phones during work, as if it was an inalienable right

(Wendover, 1996). Tools, such as Google, Napster, Facebook, etc., are not used on an occasional basis by Millennials. They are a lifestyle choice, with Millennials feeling the need to be fully connected, all the time, through a broad variety of devices, both mobile and fixed (Shepard, 2003). How else could they surf the Web, download information, play games, e-mail, blog, text message, etc., all at the same time, anytime (Mumford, 2006; Byrne, 2007)?

3.2.1.1 Television Usage

In terms of more traditional sources of technology, today's 18 to 24 year olds spent much more time than their parents watching television as children (Kaimal, 2003). Almost 60% of Millennials have a television in their bedroom (Drago, 2006), and 75% watch television or use a computer for at least two hours each day (Laucius, 2009). However, instead of being passive viewers, they are active channel surfers, exploring hundreds of options with a flick of the remote control (Kaimal, 2003).

3.2.1.2 Computer Usage

Almost every child has grown up with a computer at their fingertips, with 65% reporting regular in-home computer use (Drago, 2006). Other statistics show that computer usage among those aged 15 to 17 years old is as high as 93% (NAS, 2006), indicating that if a Millennial does not have access to a computer at home, they will access it elsewhere. For example, although rural Canadian students, with the exception of Ontario and Nova Scotia, are less likely to have a computer and Internet access at home, they spend more time using the computer in school than those in urban schools (Apple Canada, 2004). On college campuses, one of the often asked questions by incoming freshmen is whether the dorms they will be living in have broadband connectivity for their computers. In some cases, this will be a "deal breaker" if the college cannot provide the necessary connectivity (Shepard, 2003).

3.2.1.3 Internet Usage

A survey conducted for the Media Awareness Network in 2001 found that 79% of Canadian youth had access to the Internet at home, with 43% using the Internet everyday. Of those that can remember, 46% said that they first used the Internet when they were between eight and ten years old (Apple Canada, 2004). The majority of time spent on the Internet is for entertainment purposes. Among the more mainstream Web activities, Millennials invest significant time during a typical week on the following: searching, downloading or listening to music (78% vs. 50% of the remainder of the population), playing games online (66% vs. 49%), watching You Tube or other video-streaming sites (62% vs. 36%), and visiting television websites (almost 50%) (Dominiak, 2007).

However, Millennials do not view the Internet as just another conventional media channel, as they typically invest more time with user-generated content than company-generated content. This has facilitated building relationships electronically between people, with 62% of

Millennials (versus 38% of the rest of the population) saying they frequently or occasionally socialize on the Internet. Other activities include: watching content created by others (71% vs. 51%), reading or posting messages on message boards (51% vs. 38%), reading blogs (55% vs. 36%), creating personal content (58% vs. 34%), maintaining personal websites (36% vs. 22%) and keeping their own blog (35% vs. 18%) (Dominiak, 2007).

3.2.1.4   Cell Phone Usage

As much as the computer and the Internet play a key role in the lives of Millennials, the cell phone is viewed as a cultural artefact, as it "represents the choice, flexibility, freedom, connectedness and reliance upon technology that are the hallmarks of the Millennial lifestyle" (Huntley, 2006; Sandars, 2006). A wired telephone is an archaic relic to the Millennial Generation, and they are disconnecting in growing numbers, giving up the perceived safety of 911 service and "carrier class" voice quality in favour of the freedom of mobility and on-demand connectivity (Shepard, 2003). According to Apple Canada (2004), the use of cell phones rose from 40% to 50% in two years, but more than doubled among teens.

In fact, Millennials would actually prefer to text rather than talk on their cell phones, with 47% of them using interactive screens on their phones as compared to 30% of Gen Xers (Shepard, 2003; ngen, 2008). While adults send three emails for every text message, teens almost completely flip the ratio with 2.5 texts for every email (Mr. Youth and RepNation Media, 2008). In a study by Kohut et al (2007), they found that just over half of the Millennials interviewed had sent or received a text message on their cell phone during the 24-hour period before they were interviewed; this compared with 26% of Gen Xers, 10% of Baby Boomers and 4% of Traditionalists (Stafford & Griffis, 2008).

3.2.2   Accessing Information

Today's young people are plugged in – all the time – with a world of communication and information at their fingertips (Irvine, 2004). However, Millennials are the first generation since the introduction of television to rely less on broadcast media for information, believing that there are quicker, better ways of staying informed, such as by cell phone, email or even face to face (Kaimal, 2003; Niedermier, 2004).

3.2.2.1   Use of Broadcast Media

A majority (64%) of Millennials say they only check in on the news from time to time, rather than watching or listening to the news at regular times (34%). Furthermore, they are among the most likely to say they only tune into the news when something important is happening – whether it is local or national news. Millennials are one-third less likely than their parents to read newspapers - only 47% report reading a daily newspaper on a regular basis and even fewer (23%) report that they had read a newspaper "yesterday". The only area where Millennials come close to their older counterparts in terms of news consumption is online

news – 25%, as compared to 30% of Gen Xers, went online "yesterday" for news (Kohut et al, 2007).

3.2.2.2   Browsing the Internet

Millennials use the Internet to access their information. They are power users, creating, sharing and researching things that are important to them, and they know how to get information when they need it. Internet browsers bring a world of information to Millennials. Search engines help them locate information efficiently, and spreadsheets, databases, and concept maps help them to organize, interpret and use information in new ways (Apple Canada, 2004). Blogging and tagging have also become widely popular mechanisms to share and search for relevant information (Kavis, 2007).

Being "internet savvy" has allowed this generation to be extremely efficient at finding information and sifting through it quickly, while at the same time also being critical of information sources (Vogel, 2001). From their experience with information from the Internet, Millennials have developed an aptitude for telling fact from fiction. Based on an Environics study in 2001, it was found that more than half of secondary school students realize that they can trust only some of the information on the Internet and almost no one thinks that they can trust it all (Apple Canada, 2004). As examples, technology has shown them that it takes nothing to attach Pamela Anderson's head to Sylvester Stallone's body, or to create a gaming experience that seems very real but is not (Shepard, 2003).

3.2.3   Accessing People

3.2.3.1   Concept of Community

The concept of community is thriving and actually being expanded because of technological advances, which have allowed Millennials to make social connections with people from around the world (Irvine, 2004; Kohut et al, 2007; McCrindle, 2007a; ngen, 2008). Millennials have been characterized as extremely sociable, and technology allows them to stay connected with family and friends literally around the clock (Stafford & Griffis, 2008). According to a 2007 Global Study from MTV, Nickelodeon and Microsoft, 14 to 24 year olds have, on average, 53 people they consider to be an online friend, and all are considered to be real friends, despite not having met many in person (Mr. Youth and RepNation Media, 2008). Friendships used to be confined to those within the school, where people would frequent with maybe five to ten good friends. Fitting in meant that you had to join a group, often having to conform so that you would be welcomed. With the onset of social on-line networks, nearly anyone with any interest can find others like themselves and be welcomed by a community that truly appreciates them. As a result, the term "cool" holds much less weight with Millennials. They are a generation that does not feel forced to a universal definition of "cool" but feels free to pursue their own interests (Niedermier, 2004; Mr. Youth and RepNation Media, 2008).

3.2.3.2 Hyper-Communication

It was not that long ago that people actually spoke to one another, but technologies, like Instant Messenger (IM), Twitter, Facebook feeds and Short Message Service (SMS), are completely changing the way people communicate. The advent of email moved the bulk of communications from the land-based telephone to written communications; IM and SMS then enabled shorter, more timely communications. New technologies, like Twitter and social networks, are now enabling communications across groups of people (Mr. Youth and RepNation Media, 2008). Millennials today are "hyper-communicators" who use many means – often simultaneously – to communicate who they are, what they think, and how they live (Stafford & Griffis, 2008). They commonly use cell phones, beepers, email, IM, blogs, chat rooms, social networking sites, Twitter, Flickr, on-line games like Xbox Live, and virtual worlds like Second Life, to maintain constant contact, with both old friends and family as well as new friends they have made with these cyber-tools (Zemke, 2001; Apple Canada, 2004; Vogt, 2005; Sandars, 2006; Kavis, 2007; Kohut et al, 2007; Mr. Youth and RepNation Media, 2008; ngen, 2008). Millennials are challenging everyone to "link up", as opposed to their parents' generation which encouraged everyone to "drop out" (McCrindle, 2007a).

Blogs are used by Millennials to express their opinions about social and political current events. Grass roots political organizations, such as Generation Engage and Rock the Vote, create chat rooms, videos and pod casts as channels of communications for young people (Stafford & Griffis, 2008). Millennials have also given the world the concept of Flash Mobs, the practice of spontaneously gathering in large numbers at a public place, typically for no reason, although they have been used quite effectively for political protest and to bring about social change; all through the use of cell phones (Shepard, 2003).

Increasingly popular social networking sites, like Facebook, MySpace and MyYearbook, allow individuals to post a personal profile, complete with photos and descriptions of interest and hobbies. "Why call each of your friends to tell them that you broke up with your girlfriend or boyfriend? Change your relationship status on your Facebook or MySpace page, and everyone will know instantly" (Mr. Youth and RepNation Media, 2008). More than half of Millennials (54%) have used one or more of these sites, and 44% have actually created a profile. Among those who use social networking sites, 38% say they do so at least once a day, 38% use them at least once a week, and 24% use them every few weeks or less often (Kohut et al, 2007).

The Internet has also become a way for people to connect face to face (Dominiak, 2007). Overall, 6% of Americans say they have gone out on a date with someone they met online. Not surprisingly, this is much more common among the younger generations: comparable percentages of Millennials (12%) and Generation X (11%) say they have dated someone they met online, compared with 4% of Baby Boomers and only 1% of Traditionalists (Kohut et al, 2007). It is anticipated that the proportion of Millennials who find their dates online will increase with time, when the remainder of this generation actually reaches dating age.

3.2.4 Global Perspective

With the age of technology comes a global perspective not seen before (Vogel, 2001; Niedermier, 2004). As a result of technology being available to so many today, youth from around the world are being shaped by the same events, trends and developments. Global, racial/ethnic and even socioeconomic boundaries are becoming non-existent for this generation. With penpals in Singapore and Senegal, Millennials have grown up seeing things as "global, connected and open for business 24/7" (Raines, 2002).

A poll for the BBC World Service suggests that most 15-17 year olds in the UK have a global view of the planet, with 80% believing that they should be able to move anywhere they want. According to figures from the United Nations (UN), about 3% of the world's population are migrants, a figure that has been rising in recent years. And the nature of migration is also changing. Two thirds of the respondents to the BBC poll say they would migrate to improve their economic prospects, moving on a shorter or temporary basis to find jobs and to get new skills and experiences (McGrath, 2006). Millennials, in particular, love to travel and want to gain international work experience (May, 2008). The concept of migration is no longer about people leaving their country of origin forever and settling in the host country, but rather about people circulating between various countries, becoming truly trans-national while keeping the option open in their country of origin so that, if at some point the conditions were right, they could return to that country (McGrath, 2006).

It is interesting to note, however, that in the BBC poll, there was an even split between young people who felt it was a good idea to integrate into a new society and those who felt it was a good idea to keep separate. While the results may reflect the new trend of shorter term migration, they also reflect some interesting differences between East and West. Whereas almost 90% of respondents in New York felt that people should integrate, just under 20% of respondents in Delhi shared the same view (McGrath, 2006).

3.2.5 Drawbacks of Technology

Although Millennials are typically more enthusiastic about the use of technology (e.g. 88% are in favour of using email and other new ways of communicating on the job as compared to 79% of Gen Xers, 67% of Baby Boomers and 47% of Traditionalists), they are also aware of some of the disadvantages (Kohut et al, 2007). It has been observed that Millennials have become relatively inactive and would seem to prefer watching television or surfing the Internet rather than engage in physical exercise (Drago, 2006). Solid majorities say these new technologies (Internet, IM, cell phones, text messaging, etc.) make people lazier (70%), make people more isolated (65%) and cause people to waste time (65%) (Kohut et al, 2007). Many also believe that technology, when used carelessly, can be destructive (e.g., Internet interactions used to display hate crimes or sexual misconduct). Some also agree that too much personal information is shared on websites, leaving young people vulnerable to criminals, sex offenders, and others with ill intentions (Irvine, 2004; Stafford & Griffis, 2008).

3.2.5.1   Digital Divide

The technological playing field is also not equal for all Millennials, despite an increasing majority of households that do have computers and Internet access (Raines, 2002; Stafford & Griffis, 2008). There still exists a "digital divide" in which computer and Internet use is divided along demographic and socio-economic lines. For example, it was found in the U.S. that these technologies are used more extensively by whites than by blacks. In addition, youth in households with more highly educated parents are more likely to use these technologies than those whose parents are less well educated; and finally, youth in households with high family incomes are more likely to have access to computers and the Internet than those in lower income households (Stafford & Griffis, 2008). Although schools are trying to bridge the "digital divide", only 52% of children from poor families and 59% of those whose parents had not earned a high school diploma had access to the Internet at school (Stafford & Griffis, 2008). Consequently, there is concern that there will be a shortage of workers with the required technological skills since not all youth categorized as Millennials are equal in terms of technological access and savvy (Stafford & Griffis, 2008). For instance, among Millennials, internet usage varies by education. Nearly all college graduates in this age category use the Internet on at least an occasional basis, whereas only 77% of those who have not attended college do so (Kohut, et al, 2007).

3.2.5.2   Digital Natives

Another concern with technology is that it has the potential to drive a wedge between generations in the workplace. As discussed in Section 2.2.2, Millennials are considered to be "digital natives" whereas Gen Xers are "digital adaptives" and Baby Boomers are "digital immigrants". Although the experience differential is beginning to lessen, a power imbalance can still occur if senior employees have to rely on their younger counterparts for computer help (Proudfoot, 2008). While a Millennial's technological "wizardry" may draw awe from some, it can also be disconcerting - and even annoying – to the less technologically savvy in the workplace (Pooley, 2005). The different generations also have different approaches at work, depending on their comfort with technology. Whereas a Baby Boomer may expect an in-person meeting or phone call to discuss an important issue, Millennials may prefer to problem solve via virtual methods (Armour, 2005).

3.3   Uncertain Times

Millennials have been told since they were toddlers that they can be anything that they can imagine. And whereas that may be liberating in some aspects, it also raises a lot of questions. No longer are the roles that the Millennials might play as individuals, spouses, parents, workers or consumers as clearly defined (Jones, 1997). And finding one's self takes time. According to a survey in the U.S., 58% of Millennials move home after school and 36% stay at their first job less than one year. Without the same parental pressure that their Baby Boomer parents had, Millennials seem to be comfortable taking time to explore their options, especially if it means living at home, free of bills, chores and responsibility (Mr. Youth and RepNation Media, 2008).

3.3.1 Financial Prospects

Millennials, however, are in danger of being left out of the American dream – that of doing better economically than their parents. When asked to name the most important problem facing them in their lives today, 30% of Millennials mentioned financial issues, including bills, debt and the cost of living (Kohut et al, 2007). After having watched their parents being right-sized and down-sized during the 1990's, Millennials have realized that "a job for life simply isn't a factor in anyone's equation" (Fragiacomo, 2005). In fact, job prospects for the Millennials are worsening in the current economy. Moving up the employment ladder is also much harder at the present moment (Herbert, 2008). It has already been seen that Baby Boomers are now delaying retirement due to the impact that the economy has had on their retirement savings. The impact that this will have on Millennials in the long term is as yet unclear, since many are still in school and are not yet working full time.

3.3.2 Terrorism & Global Warming

Further uncertainty developed for the Millennials with events such as the Columbine shootings and the terrorist attacks on September 11, 2001 (McGrath, 2006). More than the nuclear threat of the Baby Boomers' childhood era, those attacks were "immediate, potentially personal and completely unpredictable" (Hira, 2007: 39). Add in the environmental concerns about the planet, with global warming and the images of "polar bears drowning from the lack of ice" (Hira, 2007: 39), and it becomes apparent that Millennials are not necessarily promised a healthy, happy tomorrow. Therefore, they are "determined to live their best lives now" (Hira, 2007: 39).

3.4 Summary

The Millennials' formative years have been heavily influenced by their families, technology and the uncertain times during which they have been growing up. With society's emphasis on the family, Millennial parents have worked hard to support and shelter their children as much as possible. At the same time, technological advances, such as the Internet, have opened the world to them. The Millennial Generation is known to be connected 24/7, be it with friends they know from school or friends they have made from around the world. Technology has also changed the mode of communication – cell phones are preferred over land lines and texting is preferred over talking. However, it is not all good news for this generation. The spectre of 9/11, global warming and the recent recession remind Millennials that they are not necessarily promised a healthy and happy tomorrow. As a result, this generation has some distinctive characteristics that will be discussed in more detail in the next chapter.

4.   Characteristics

> *"They're the hottest commodity on the job market since Rosie the Riveter. They're sociable, optimistic, talented, well-educated, collaborative, open-minded, influential, and achievement-oriented. They've always felt sought after, needed, indispensable. They are arriving in the workplace with higher expectations than any generation before them—and they're so well connected that, if an employer doesn't match those expectations, they can tell thousands of their cohorts with one click of the mouse. They're the Millennial Generation."* (Raines, 2002)

Experts believe that Millennials are well positioned to take the corporate world by storm because of their inherent characteristics. In general, these future leaders have much better analytical skills; they are stronger at communications; they have more respect for diversity and for how the diversity of groups can add to the output; they are less judgemental; and they are more focussed. Necessity has driven them to "keep a whole bunch of balls in the air at once – way more so than the generation of executives had to in the 1960's" (Pooley, 2005: 2). Organizations wanting to remain competitive must be increasingly strategic in attracting and retaining this particular generation because if one organization cannot meet their needs, they will find another that can (Raines, 2002; Fragiacomo, 2005; Tait, 2006; Stuart & Lyons, 2008). Consequently, changes will likely be needed in corporate offerings, corporate culture, and management styles (Allen, 2004). That, however, cannot happen effectively unless employers, including the Canadian navy, understand the Millennial Generation's fundamental characteristics.

As discussed in Chapter 3, the Millennials have been influenced by their doting parents, amazing technological advances, and the lack of guarantees that come with the uncertain times that society is currently experiencing, all of which have led to some interesting characteristics for this generation. These characteristics include:

- Self Confident & Optimistic,

- Ethical,

- Enthusiastic about Learning,

- Multi-tasker,

- Team Player,

- Tolerant towards Diversity, and

- Conventional/Conservative.

4.1   Self-Confidence & Optimism

4.1.1   Self-Confidence

According to experts, the recent period of intense public interest in child-rearing has resulted in a generation described as "positive, outward thinkers who tackle challenges head on with confidence and shun the emotional and material self-indulgence of the previous generation" (Jones, 1997). Members of the Millennial Generation have always been told that they are destined for something special, that they themselves are special (DeBard, 2004; Vogt, 2005; Epstein & Howes, 2006). With such strong parental support during their formative years, Millennials are therefore very self-confident (Zemke, 2001; Kaimal, 2003; Shepard, 2003; D'Addono, 2004; Drago, 2006; NAS, 2006; Brusilow, 2008).

One drawback to this self-confidence, however, is that the Millennial Generation may seem overly self-confident. Having been given the opportunity to develop themselves according to their own wishes and capabilities, they feel empowered to take positive action when things go wrong, which may actually make them appear brash or arrogant, particularly in the workplace (D'Addono, 2004; DeBruyne, 2006; Drago, 2006).

4.1.2   Life Satisfaction

Much like other generations of young adults, Millennials are generally happy with their lives (Purdue, n.d.; Raines, 2002; Shepard, 2003; DeBard, 2004; Niedermier, 2004; DeBruyne, 2006; Melby, 2006; NAS, 2006; go2hr, 2007; Kohut et al, 2007). However, as a result of having been raised in a child-centric era of doting parents and pro-child laws and policies, recent surveys have shown that Millennials between the ages of 18 and 25 are even more satisfied than previous cohorts with family life, parent-child relationships, work-life balance, and their standard of living (Stafford & Griffis, 2008). In a study recently conducted by Kohut et al (2007), about a third of Millennials (34%) characterized their quality of life as excellent, and 84% said their life was excellent or good. Similarly, 30% of the respondents said they were very happy with the way things were going in their lives at the time, while 63% said they were pretty happy. More than nine in ten were satisfied with their family life (93%) and their relationships with their parents (91%). More than eight in ten were satisfied with their housing situation (82%) and the amount of free time that they had (81%).

4.1.3   Optimistic Perspective

Millennials have been found to be optimistic about their own futures and about the world that today's youth will inherit. In the survey by Kohut et al (2007), Millennials said they have better educational opportunities and a better chance of getting a high paying job than young adults did 20 years ago. They believe in the "American dream" of hard work and achievement (Vogt, 2005; Epstein, & Howes, 2006; Melby, 2006). When asked to envision their lives five years from now, 74% of Millennials put themselves on the top three rungs of a 10-step imaginary ladder (where 10 represents the best possible life), 8% put themselves in the middle, and 10% put themselves on the lower end of the ladder.

This generation's optimism may be explained in part by the prosperous times in which many of them have grown up (Drago, 2006). Their Baby Boomer parents acquired wealth during the years of great technological growth, and they have been more than happy to share it with their children. The most recent recession had not yet hit, so jobs were plentiful, career opportunities abounded, and economic safety nets were in place for many of them (or so they thought at the time). As a result, Millennials have been the most affluent generation of young consumers that world markets have ever experienced (Stafford & Griffis, 2008).

According to a recent Reader's Digest poll, 93% "expect to achieve happiness and prosperity" in their lifetime (Kiener, 2000). And wanting the best, and expecting it, makes Millennials driven and ambitious (NAS, 2006; Hira, 2007). For example, "just a day after she won a totally unexpected Olympic gold medal, skater Sarah Hughes was talking about her next goal – scoring a perfect 1600 on her SATs" (Raines, 2002). Confident in their ability to meet the expectations that are placed upon them, Millennials are motivated to do so as long as their own expectations of beneficial outcomes are met (DeBard, 2004).

4.1.4   Pressure to Succeed

Millennials, however, face tremendous pressure from their parents to achieve, as today's parents have high expectations for their children, much more so than it would seem for Generation X. They have less free time, less time alone, more homework, more scheduled activities and are held to higher standards of behaviour and achievement (LifeCourse Associates, 2007). Most Baby Boomer parents expect their children to graduate from college, find employment, and generally do better financially than they have. Accordingly, for many, parents play a considerable role not only in their decision in whether to attend college, but also in their choice of what college to attend and what, ultimately, to study. "For a lot of parents, becoming a lawyer or a doctor and making a lot of money equals happiness. 'Since our parents were successful [financially] they expect us to be successful. We are being pressured to compete with our parents' success'" (Sandfort & Haworth, 2007: 12). Millennial students also said that they felt a lot of pressure, not just from their parents, but also from themselves to earn high grades and compile impressive co-curricular "portfolios" to enhance their prospects in the college admission process (Epstein & Howes, 2006; Sandfort & Haworth, 2007).

4.1.5 Resiliency

It is hypothesized that Millennials may struggle with disappointment when things do not go their way because they have, in many cases, been protected from such experiences during their formative years (Reiser, 2006). With particularly supportive parents, they have not had much experience with letdowns, so their coping skills can therefore be somewhat deficient. However, a recent study has indicated that Millennials still feel that, regardless of experiences they are currently having, things will get better; and despite what has happened to their parents in terms of layoffs and downsizing, they believe they can live a different life (Laucius, 2009). They view themselves as fully capable of obtaining their goals, such as good jobs, financial stability and meaningful relationships, as well as possessing the drive to make society, and life in general, better. Millennials understand that they live in a world wrought with massive social changes, and economic and labour conditions that can change in the blink of an eye (Sandfort & Haworth, 2007). But because they view insecurity as a natural part of life, they have been able to respond to uncertainty with optimism and resilience. Unlike their cynical older Generation X siblings, Millennials are taking the attitude that all this uncertainty equals freedom – freedom to travel, change jobs, and enjoy life – while delaying activities such as marriage, parenthood and home ownership (Huntley, 2006).

4.2 Ethical Behaviour

4.2.1 Play by the Rules

The Millennial Generation is supposedly one of the most moral, rule-abiding generations ever (Shepard, 2003). Millennials are not undisciplined, disinterested or rebellious kids, just waiting to get into trouble, but instead are responsible individuals trying to do the right thing (Melby, 2006). They play by the rules, and they expect others to do so as well (Shepard, 2003). They expect rules to be clearly communicated and enforced with due process (Zemke, 2001; DeBard, 2004). They are uncomfortable seeing someone violating the ethics code, whether it is at work or at school (Zemke, 2001).

4.2.2 Plagiarism

That, however, does not necessarily mean that a Millennial will never violate the ethics code themselves. Academic honesty appears to be an issue with these students. Their technological savvy and access to information, undreamed of by earlier generations who had to conduct their research by hand, are a temptation in which achievement is put up against integrity. Plagiarism and cheating are the most serious of academic misbehaviours, but the pressure to achieve desired outcomes can blur the ethics for the overly ambitious (Kiener, 2000; DeBard, 2004).

4.2.3   Intellectual Property

Millennials also believe that content found on the Internet is public domain and should be free to everyone. They casually burn CDs of ripped music and routinely share files with one another (46% compared to 28% of Xers and less than 20% of Baby Boomers and Traditionalists) (Kohut et al, 2007). And while this technically constitutes theft of intellectual property, there is an interesting phenomenon associated with this. Once Millennials copy music off the Internet, they typically then go out and buy the CD. When Napster and KaZaA were shut down, CD sales took a savage dip (Shepard, 2003).

4.3   Enthusiasm for Learning

4.3.1   Cool to be Smart

Having been encouraged to have their own opinions and to think independently, the Millennial Generation may be the smartest generation yet (DeBruyne, 2006; Reiser, 2006; Byrne, 2007). And it is okay with them to be smart, in fact it is "cool" (Shepard, 2003; Reiser, 2006). They recognize the importance of education and tend to be very focussed on grades and personal achievements, all the while being extremely busy in extracurricular activities (Melby, 2006).

4.3.2   Education Levels

Whereas it might be argued whether Millennials are actually the smartest generation thus far, they are certainly better educated than any other previous generation (Vogt, 2005; NAS, 2006; Spiro, 2006). Millennials and their parents typically believe that having a higher degree will mean better opportunities (NAS, 2006). The link between education and income, namely that higher levels of education lead to better jobs and increased income, became widely accepted during the latter half of the 20th century, based on four premises. First, a baccalaureate degree is considered as the minimum degree necessary to find entry-level employment. Second, a bachelor's degree leads to financial stability. Third, although it is important to be financially solvent, it is also important to find personal satisfaction and fulfillment in one's work, and "dead end", low education jobs, which require endless hours doing meaningless tasks, will not provide that satisfaction or fulfillment. Fourth, Baby Boomer parents, and the broader society, have placed considerable pressure on Millennials to attend and succeed at college, with a majority of parents believing that a college education is "absolutely necessary" for their children (Sandfort & Haworth, 2007:9). It is not surprising, therefore, that almost 70% of Millennials say they will graduate from university (Laucius, 2009).

4.3.3 Questioning Nature

The Millennial Generation is a generation that asks the question "Why" (Zemke, 2001; Brusilow, 2008). Although they may have a "seen it all, done it all" attitude, lack of life experience means that they do not know everything yet. They are aware of this and are not afraid to ask questions. Rather than simply accepting how something is done, they tend to ask why it is done that way. In doing so, it is not necessarily challenging authority, but rather trying to understand how something works (Byrne, 2007). For this generation, it is better and more time-saving to ask questions, rather than to waste time trying to figure it out (NAS, 2006)

4.3.4 Gaming

The Millennial Generation has been playing games since pre-school, be it online games or games that are hooked up to a television set, such as PlaySation, Xbox, GameCube or the Wii. It is reported that 75% of this generation are regular video game players (Niedermier, 2004). Besides being a form of entertainment, however, video games can also be considered a technique for performing a subliminal form of scenario planning and what-if analysis (Shepard, 2003). While playing what are often hyper-realistic games, Millennials have to come up with strategies and develop a coherent way of thinking ahead, something that young people in the past have not been particularly good at doing. The drawback to this, however, is that Millennials then tend to think that all situations have a direct solution, whereas in real life there are often no correct answers to a problem, only better approximations (Niedermier, 2004)

4.4 Multi-taskers

4.4.1 Increased Productivity

The Millennial Generation has grown up with significant advances in technology, which has allowed them to become expert multi-taskers (Shepard, 2003; Apple Canada, 2004; McGee, 2004; Reiser, 2006; Keith, 2008; Stuart & Lyons, 2008). The upside of this is that they can pursue multiple goals at the same time, enhancing their productivity and efficiency (Apple Canada, 2004; Pooley, 2005). Millennials can IM while doing homework, text while at the movies, listen to their iPod while on the computer, and chat with Facebook friends while watching television. College students manage to jam 222 hours of activity into their 122 waking hours per week, multitasking 45% of the time, according to a recent survey (Mr. Youth and RepNation Media, 2008). The downside of all this multi-tasking is that Millennials tend to have short attention spans, they feel incredibly stressed as they try to squeeze it all in, and the quality of their product may be somewhat questionable (Vogel, 2001).

4.4.2 "Shared" Attention Spans

Apparently because of multi-tasking, Millennials tend not to concentrate over long periods of time on a single task (Pooley, 2005). They are time–oriented, "been there, done that, what's next" stimulus seekers with a relatively short term focus (Schwab, 2005). However, there is another way of looking at this phenomenon. Some health care professional and behaviourists are beginning to ask whether Attention Deficit Disorder (ADD) may simply be a neurological response to the Millennials' multi-tasking as the number of simultaneous sensory inputs that they are bombarded with grows (Shepard, 2003). Perhaps it is not that they have short attention spans, instead perhaps they have "shared" attention spans (Mumford, 2006).

4.4.3 Stress

Millennials also live very stressful and tiring lives. They have formal, busy seven-day-per-week schedules, filled with school, homework, sports, family activities, social life, etc. (Vogel, 2001). The time teens spend on these skill-enhancing activities is arguably a positive investment in their long-term personal and economic well-being, but it also leaves them feeling crunched for time, always in a hurry, which consequently produces stress (NAS, 2006). For example, 16% of Millennials consider themselves workaholics, 39% feel under constant pressure to accomplish more than they can handle, and nearly two thirds (64%) cut back on sleep to get everything done (The Daily, 2007).

It should be noted that Baby Boomers did not work nearly as hard at school – they waited until they got jobs. In college, they took it easy, dabbled in this and that, including social causes and the like. By the time they reached mid-life, however, they were pushing up the numbers of work hours per employee. Millennials are expected to reverse that trend. One of the reasons is that they feel as though they have been working very hard through high school, college and graduate school. By the time they get out of school, they want a life that offers more than just work and pressure (Niedermier, 2004).

4.5 Team Players

4.5.1 Group Work

Millennials are team players (Shepard, 2003; Drago, 2006; Byrne, 2007). They have been trained to think inclusively and collaboratively in school, having been organized into teams to get things done (Zemke, 2001; Raines, 2002; Shepard, 2004; Vogt, 2005; Heathfield, 2007). So they work well in groups, and in fact, they work best when able to do so in cooperative teams (Shepard, 2003; Reiser, 2006; Keith, 2008). As individuals, they do not necessarily test well in problem solving situations, yet they test off the charts in groups (Shepard, 2003).

4.5.2   Metcalfe's Law

When confronted with a problem, Millennials prefer to first go off and research the issue so that they can then return to make a contribution to the team, unlike a Gen Xer who will immediately "call a meeting", craft a team schedule and divide up the work (Vogel, 2001). Millennials leverage the Internet as a means to access and verify information (Vogel, 2001; Apple Canada, 2004). It has been noted that students will surf the Internet during class, finding websites that will supplement the discussion (Irvine, 2004). At work, they may "peel off at a moment's notice to call or SMS a friend or colleague to ask a question, thereby extending the knowledge web that will produce the most accurate possible answer. This is an example of Metcalfe's Law, which states that the value of a connected network increases exponentially as a function of the number of nodes in the network" (Shepard, 2003: 7). A Baby Boomer or Generation X manager watching this process may wonder what in the world is going on because it can look like unbridled chaos to linear thinkers such as themselves. However, it is important to remember in this type of situation that Millennials have been trained as non-linear thinkers, so this type of problem solving is natural to them (Shepard, 2003).

4.5.3   Social Butterflies

Millennials are extraordinarily social, and they highly value relationships (Shepard, 2004; May, 2008). In social situations, they prefer larger groups. For example, at school dances, they do not dance in pairs, they dance in clusters. Neither do they date in pairs, instead they date in large groups, enjoying the camaraderie of their peers (Shepard, 2003; Vogt, 2005). Consequently, it should be no surprise then that Millennials prefer to work in small groups rather than by themselves (Shepard, 2004; Melby, 2006).

4.5.4   Shared Rewards

Millennials do not like to leave anyone behind (Raines, 2002; Vogt, 2005); and they are comfortable with the concept of shared rewards (Byrne, 2007). According to Shepard (2003), Millennials are the antithesis of the Baby Boomers who want all the credit. Whereas Baby Boomers are wont to say "It's alright for the team to win as long as I get the credit", Millennials are more likely to say, "It's alright if I get a little credit as long as the team wins". Their propensity to share knowledge with everyone in their social network also makes them a force to be reckoned with (Dominiak, 2007).

4.5.5   Requirement for a Safety Net

The downside to the teamwork approach is that Millennials will expect such projects to be highly structured because they do not like to work without a safety net (Howe & Strauss, 2000). If they encounter difficult people or roadblocks, they become uncomfortable and will expect those in authority to protect them. The cause also has to be achievable. Win-win

conflict resolution has engendered expectations that cooperation will lead to beneficial resolution. Millennials do not like to compete in zero-sum games where losers walk away empty handed (DeBard, 2004). And although it is felt that being a member of a team can lower the pressure on the individuals (DeBard, 2004), it can also result in increased peer pressure if a member is not doing what the group wants (Drago, 2006).

4.6   Tolerance toward Diversity

4.6.1   Tolerance on Social Issues

Having grown up in an increasingly diverse society, the Millennial Generation is said to be the most tolerant of any generation on social issues, such as gender equality, ethnic diversity and homosexuality (Drago, 2006; Melby, 2006; go2hr, 2007; Fritzson, Howell, & Zakheim, 2008; Stafford & Griffis, 2008). They are the first generation in North America to grow up with true images of female empowerment, in a culture that has made gender neutrality the norm (Drago, 2006). They also lead the way in their support for gay marriage and acceptance of inter-racial dating (Kohut et al, 2007).

4.6.2   Increased Ethnic Diversity

Acceptance of other racial and ethnic groups has been facilitated by exposure to these diverse groups. Not only has television and the Web brought different cultures and lifestyles to the Millennials in their homes, but immigration, emigration, globalization and the growing number of multinational corporations who move employees freely and routinely around the globe, has meant that many Millennials have experienced these different cultures and lifestyles firsthand (Raines, 2002; Shepard, 2003; McGee, 2004).

Millennials are tolerant of diversity because they themselves are also more racially and ethnically diverse (DeBard, 2004; Melby, 2006; NAS, 2006; Spiro, 2006). Currently, one out of every three people in the U.S. is a member of a visible minority group (Vogel, 2001; Drago, 2006; NAS, 2006), and it is expected that by 2022, Canada's visible minority population will also represent over 30% of the country's total population (Dunn & Jesion, 2007). Canadians already report more than 200 ethnic origins, with almost a quarter of the population born outside the country (Apple Canada, 2004). As well, at least 75% of Millennials in the U.S. have friends of a different race or ethnic religion (Drago, 2006; NAS, 2006). With such an ever growing diverse population, the word "minority" will no longer have the same meaning to this and future generations (NAS, 2006; Kohut et al, 2007).

4.6.3   Multiculturalism

While Baby Boomers and Gen Xers focused on the concept of multiculturalism, Millennials focus more on what people of different races have in common (Reiser, 2006). About half of

Millennials in the U.S. say that growing numbers of immigrants strengthens the country – more than any other generation (Kohut et al, 2007). As a result of them being team players and wanting to continually learn, Millennials also want to work and interact with people outside their own ethnic group, as they see this as an opportunity to broaden their perspectives (Kiener, 2000; NAS, 2006).

4.7 Conventional/Conservative

4.7.1 Good Behaviour

The Millennial Generation is considered to be conventional, embracing the traditional values of home, family life, community and education (Howe & Strauss, 2000; Shepard, 2003; Vogt, 2005; Melby, 2006). Baby Boomers reward good behaviour, and Millennials have responded accordingly (DeBard, 2004; Vogt, 2005). They are less likely to smoke, drink or take drugs than they were eight years ago, and the percentage who have never had sex has risen from 51% in 2000 to 56% in 2008 (Laucius, 2009). That being said, about half of Millennials (54%) say they have either gotten a tattoo, dyed their hair an untraditional colour, or had a body piercing in a place other than their ear lobe (Kohut et al, 2007). However, those types of actions are considered stylish, not rebellious, and Millennials do not feel that they should be penalized because of them (Hira, 2007; Mr. Youth and RepNation Media, 2008).

4.7.2 Respect for Authority

Millennials typically respect authority, especially their parents (Melby, 2006; Byrne, 2007). Unlike Gen Xers, they actually like their parents (Shepard, 2003). They also tend to obey this authority because it has worked in their favour (DeBard, 2004). As mentioned above, their Baby Boomer parents who define the rules also have the power and resources to reward those who follow convention and exhibit good behaviour (Howe & Strauss, 2000). And this generation has seemingly mastered the art of negotiating levels of acceptable behaviour with parents, teachers, and even employers (Zemke, Raines & Filipczak, 2000).

That being said, the imposition of rules and structure by the Baby Boomers has encouraged compliance as opposed to risk taking. Millennials have come to trust that their elders will organize a path toward success as long as they do not divert from it (DeBard, 2004). Millennials have also come to expect a safe, secure and regulated environment where rules are enforced and peer pressure is exerted on those who fail to conform (Melby, 2006). There is also respect for conformity because it relieves the pressure to improvise or be creative (Howe & Strauss, 2000; Reiser, 2006). However, Millennials do not follow blindly – they do try to balance their elders' advice against that of peers and other sources (Byrne, 2007).

4.7.3   Financially Responsible

Millennials have been involved in family purchase decision making since a very young age (Vogel, 2001).   And although this has helped somewhat in developing their financial "smarts", witnessing earlier generations beset by layoffs and the dot.com bust has helped them more in becoming particularly savvy when it comes to money and savings (Armour, 2005). An overwhelming majority of Millennials believe in planning ahead for life (Kohut et al, 2007). Over half of Canadian teens say they save all or most of their wages (Kiener, 2000); and among those who are eligible in the U.S., 70% of Millennials are already contributing to their retirement plan (Armour, 2005).

4.7.4   Civic Minded

The Millennial Generation takes social responsibility very seriously, having been taught to think in terms of the greater good and to be involved (Vogel, 2001; Raines, 2002; Shepard, 2003). Human health, the environment, human rights, and elimination of poverty are high-priority concerns of Canadian youth (Apple Canada, 2004). They care about their community and believe that they can make the world a better place (Melby, 2006; Reiser, 2006; Byrne, 2007; May, 2008).

Millennials have a high rate of volunteerism, one study putting it at 49% (Raines, 2002; Apple Canada, 2004; Stafford & Griffis, 2008). By comparison, only 27% of adult Canadians volunteered in 2000 (Schwartz, 2002). Although part of the reason for the high rate of volunteerism is due to the fact that many high school students have to put in a certain number of community service hours before they can graduate, and that they can use community service to build their college admission portfolios and work résumés, there is still a strong civic commitment on their part (Sandfort & Haworth, 2007). Millennials feel not only that they can make a difference, but they can be "agents of change" in their own way and time. As one Millennial put it, "Our generation is not 'Let's fix it for a few days and see how it goes.' We are 'Let's fix it and fix it right and follow up on it'" (Sandfort & Haworth, 2007: 14).

4.8   Summary

The Millennials bring a number of valuable characteristics to the workplace. They are self-confident and optimistic, ready to take on the world. They have a sense of right and wrong, despite all of the counter examples one can find in society these days. They love to learn – be it in a formal classroom or through experience. They can multi-task, using technology to increase their productivity. They like to work with others - they do not see ethnic or social differences as barriers, preferring instead to see opportunities to learn from people who may have a different vantage point. They are also civic-minded, wanting to make a difference in this world. Whereas these characteristics may pose some challenges for the Baby Boomers and Gen Xers who will be working with these dynamos, it can also be argued that these are exactly the qualities that employers, such as the Canadian navy, need in their workplace of tomorrow.

5.   Work Expectations

> *"They're like Generation X on steroids.   They walk in with high*
> *expectations for themselves, their employer, their boss.   If you thought*
> *you saw a clash when Generation X came into the workplace, that was*
> *the fake punch. The haymaker is coming now."* (Armour, 2005)

As the demand for intelligent workers intensifies over the coming years, employers will need
to understand what motivates and inspires the loyalty of the Millennial Generation (Spiro,
2006). When Baby Boomers entered the workplace, organizations did not have to change
because there were so many other options lined up outside the door, looking for a job.
However, with fewer Millennials now to choose from, organizations may need to consider at
least some of their demands (Nebenzahl, 2007). Luckily, the Millennial Generation differs
from the last generation, the Gen Xers, in that they are less hostile. Although they can have a
"show me what you can do for me" attitude, they are less cynical of institutions (Schwab,
2005).

5.1   Labour Statistics

Most parents of the Millennial Generation have been employed outside the home, so
following their example, Millennials expect to also go out and work (NAS, 2006). However,
because of their age and stage of life, work is not yet central to the lives of many Millennials
(Kohut et al, 2007).   Their main focus is still on education since they are young;
approximately half are still in school and presumably have not settled on a career path (NAS,
2006; Kohut et al, 2007).

Millennials, however, are already starting to exhibit a strong work ethic (Kaimal, 2003). As
opposed to the stereotypical image of nonchalant, lounging teenagers, Canadian teenagers
worked an average of 7.1 hours of paid and unpaid labour per day in 2005. This 50-hour
workweek was virtually the same as that of adult Canadians aged 20 to 64 doing the same
activities (The Daily, 2007).

Of those Millennials who do have paying jobs, the vast majority are paid an hourly wage, and
they are nearly three times more likely than their older counterparts to work in a store or a
restaurant.   Among Millennials who are working at least part-time, only 38% have
professional or business related jobs, compared with 51% of older generations. They are also
less likely to work a regular 9-to-5 schedule; 45% say they work nights and weekends, which
is not surprising since they are also likely to be attending school at the same time. A large
majority of Millennials who are employed (70%) do not think they currently make enough
money to lead the kind of life they want (as compared to 46% of older workers). However,
they are optimistic that they will in the future; only 5% say they will not (Kohut et al, 2007).

5.2   Career Aspirations

The concept of a "career" is changing. Millennials do not see the need or benefit of picking a single career, as they particularly fear specialization (Merrill Associates, 2004; Chavez, 2005). Millennials want to have a broad variety of skills, to be more eclectic and flexible, so that they will be marketable in such an uncertain world (Jones, 1997). That being said, Millennials are also looking for relevance, for a way to make a difference in their lives. If the work is meaningful and challenging enough, they may become long-term employees (Shepard, 2003).

5.2.1   Concept of Career

Millennials actually talk more about *jobs* and *skills* than they do about careers (Shepard, 2003; Merrill Associates, 2004). For them, life is like the video game SimLife. In video games, roles are less defined and one learns from experimentation. If something does not work, one reboots and starts again (Merrill Associates, 2004). Therefore, they increasingly talk of parallel careers within a particular industry, rather than a particular company, with as many as nine different jobs in their lifetime (Merrill Associates, 2004; Brusilow, 2008). The emphasis is more on a "boundaryless career" perspective - not being tied to a single organization, but rather a sequence of experiences across both organizations and jobs (Chavez, 2005; NAS, 2006). And they are able to jump from one company to another because they are much better equipped to understand the opportunities in the market (Brusilow, 2008).

It is important to remember that, unlike Baby Boomers and Gen Xers, Millennials do not define themselves by their job – it is lifestyle that counts (Fragiacomo, 2005). Parents have encouraged them to travel and to pursue their own interests, and, as a result, few are willing to give up their lifestyle for a career. In fact, they will likely seek out careers that will allow them to live the life they want, and may switch back and forth between career, travel and education (Stuart & Lyons, 2008). Consider the difference in mindset between the Baby Boomers and the Millennials. "Meet a Boomer at a party and one of the first three questions they ask you will be what you do for a living. A Millennial will ask you what you like doing. Millennials generally do not talk about their jobs unless you ask them specifically" (Fragiacomo, 2008:2).

5.2.2   Career Goals

For Millennials, "job success at any cost" and "climbing the corporate ladder" are not that appealing (Elias, 2004). They want to be able to balance their career with their personal life, since many saw how hard their parents worked and know that is not the life they want (Tait, 2006). The decision to take a position or not, therefore, involves many factors for Millennials. A good job is no longer defined by monetary gains alone. Because they possess a high level of sociability, morality and civic duty, making a huge salary is not as important as what they actually do with their lives (DeBruyne, 2006). Granted they want enough money to live comfortably, but they do not want their lives dominated by work (Niedermier, 2004).

Millennials will take a job because they want to work there, not because they have to (NAS, 2006). Job selection is therefore more behaviourally driven for Millennials. For this generation, work is a form of entertainment and a good way to develop social networks (DeBruyne, 2006). Their contribution to society and their determination to enjoy a full life and satisfying personal life are more important considerations (Allen, 2004; DeBruyne, 2006; NAS, 2006). They also value a clear distinction between their work and their private life - this will not be a generation to crave working overtime (DeBruyne, 2006).

According to a survey of more than 37,000 undergraduate students, the top career goals of the Millennial Generation are: work-life balance (59%), pursuing further education (46%), building a sound financial base (32%), and contributing to society (27%) (Green, 2006). Contributing to society, which was never that important before, is likely the result of the present era of global political instability, as reflected by 9/11 and other related events, which has seemed to instil a greater sense of patriotism and a greater desire to make a difference (Beauchesne, 2006).

5.3   Employment Motivators

Millennials are looking for suitable employers, not just suitable jobs (Byrne, 2007). The top characteristic of ideal employers is a progressive work environment, where the atmosphere is more casual, hours more flexible, and incentives are offered, such as better maternity leave or appealing office locations. Millennials, however, are also looking for industry leadership, high ethical standards, innovation, strong corporate culture, and social responsibility. "The Millennials are quite different from Gen Xers. The interest in companies that have a global social impact and solid values has never been as strong as it is amongst this year's group of morally driven youngsters" (Beauchesne, 2006).

5.3.1   Ideal Employers

Millennials are sending a clear message to employers today: "We want to have fun, but we also want to contribute to society and make ethics a priority" (Green, 2006:1). Not surprisingly, Walt Disney Co., followed by Google, which both have reputations as fun places to work, are listed as the top two companies to work for in a survey of undergraduate business and engineering students in the U.S. (Green, 2006). However, the next three are government agencies with a completely different type of reputation: the U.S. Department of State, the Federal Bureau of Investigation, and the Central Intelligence Agency. Government agencies that were barely visible in the top 100 list five years ago are now in the top five. Whereas these are not necessarily known to be fun places to work, they are considered to have high ethical standards, strong corporate culture and social responsibility, which have grown in importance for Millennial workers after they watched the collapse of Enron and the terrorism attacks of 9/11 (Green, 2006).

Millennials also value the maintenance of their future employment (DeBruyne, 2006). Their desire for security is demonstrated in their preference for established sectors, large companies,

and government agencies, as seen above. These types of employers are much more in demand than small start-up companies or even their own business. Whereas Millennials are ambitious and would like to work in businesses they create themselves, very few are likely to do so because of high start-up costs (NAS, 2006).

5.3.2   Expectations of Employers

With high self-confidence and optimism about their lives and the future, it is not surprising that Millennials have high expectations, not only of themselves, but also of their employers (Reiser, 2006). This generation has been described as "the most demanding generation in history" by Tulgan and Martin in *Managing the Generation Mix – Part II* (Throckmorton & Gravett, 2007). On the other hand, Millennials are also expected to be the most high-performing workforce in the history of the world. They are walking in with more information in their heads and at their fingertips than any generation before (Hira, 2007). Possessing unwavering confidence, Millennials have been raised to believe they possess the intellect and talent to achieve their goals, and are acutely focussed on their own success (Stuart & Lyons, 2008). They aim to work faster and better than other employees, ready to overcome challenges and "leap tall buildings"; they expect to make an impact from Day One; and they are not afraid to speak up when it comes to getting what they want (Raines, 2002; Armour, 2005; Pooley, 2005; Stuart & Lyons, 2008).

When it comes to their job, the Millennial Generation is looking for the following:

- to have work-life balance;

- to receive fair compensation;

- to constantly learn and develop;

- to make a difference;

- to have inspiring leadership; and

- to work in a positive work environment.

5.3.2.1   Work-life Balance

Millennials want flexible schedules so that they can have work-life balance (Raines, 2002; Trigaux, 2003; Fragiacomo, 2005; Cran, 2006; NAS, 2006). Unlike Baby Boomers, Millennials do not want to work long hours at the expense of family, friends and personal pursuits (Elias, 2004; Armour, 2005; Schwab, 2005; Nebenzahl, 2007; Sandfort & Haworth, 2007). Whereas Baby Boomers put a high priority on their careers, today's youngest workers

are more interested in making their jobs accommodate their family and personal lives. Money is important to them, but maintaining work-life balance outranks money (Beauchesne, 2006; Spiro, 2006).

Married with kids or not, young employees expect a work-life balance. If management has a very rigid schedule, that can be a problem. The Millennial employee's attitude is "I got my work done, so I'm going home." They do not work late, they do not come in on weekends and they will refuse to attend extra meetings. Baby Boomers who became managers by putting in long hours may perceive this as a weak work ethic or an unwillingness to pay one's dues (Merrill Associates, 2004; Byrne, 2007). However, Millennials take very seriously the maxim of "all work and no play", as many of them saw their parents' work-life balance collapse during the 1980's and 1990's (Fragiacomo, 2005; Green, 2006). After 9/11, there also came a realization that life is short, so they want jobs with flexibility, telecommuting options and the ability to work part-time or leave the workforce temporarily when children are in the picture (Armour, 2005).

5.3.2.2   Fair Compensation

Fair compensation is also important to the Millennial Generation (Raines, 2002; NAS, 2006; Stafford & Griffis, 2008). Although their career goals are less financially focussed than those of the previous generation, salary is still the most important *compensation* issue in deciding whether to accept or reject a job offer (Beauchesne, 2006). However, it is important to remember that this ambitious, goal-oriented group seeks "interesting, meaningful" work, not just a paycheck (Byrne, 2007). Their reward system therefore includes other things than just money. All Millennials want to receive recognition for a job well done (Trigaux, 2003; Fragiacomo, 2005; NAS, 2006). However, some may want to be rewarded with more responsibility (DeBruyne, 2006), whereas others may want something else. Flexibility is key (Brusilow, 2008).

5.3.2.3   Professional Development

Millennials also want to be challenged and to learn new skills and knowledge (Raines, 2002; Armour, 2005; DeBruyne, 2006; NAS, 2006; Stafford & Griffis, 2008). Thirty-seven percent of workers under the age of 30 said that career growth and professional development were the most important things that a company could offer them (Tait, 2006; Howland, 2007). However, Millennials learn from a variety of sources, not just through formal educational systems. They view colleagues as vast resources from whom to gain knowledge (Armour, 2005). They are enthusiastic, and "surprisingly sensitive", to situations and assignments that they deem as learning opportunities (Raines, 2002). They themselves will seek out creative challenges, so it is important for employers to give them challenging projects in order to prevent boredom and attrition (Shepard, 2004; Spiro, 2006). It should be kept in mind that they are the ultimate multi-taskers who like to stay busy (Byrne, 2007). They want small goals with tight deadlines so that they can build ownership of tasks and take control of their own fate (Armour, 2005; NAS, 2006; Spiro, 2006). Striving for success, they measure that success in terms of what they have learned and the skills they have developed from each

experience (Spiro, 2006). Millennials consider work that is not seen as a learning experience, which will lead to something better, as a dead end that should be avoided (Zemke, 2001).

Millennials also want regular, constructive feedback, so that they can learn from their work experiences (Fragiacomo, 2005; DeBruyne, 2006; NAS, 2006). As discussed above, they have a need to succeed and they will measure their own success, in part, by what they have learned and how they have developed (DeBruyne, 2006). The Millennial Generation has been brought up as the most child-centered generation ever, so their expectations are different (Armour, 2005). Unlike previous generations who are accustomed to the annual review process, Millennials have grown up getting constant feedback and recognition from parents, teachers and coaches (Zemke, 2001; ngen, 2008). This is the generation who was raised on "participation ribbons" (Vogt, 2005). Millennials, therefore, need to feel noticed, respected and involved (Byrne, 2007).

5.3.2.4 Making a Difference

Millennials want to feel like they are making a contribution, doing meaningful work that makes a difference to the world (Allen, 2004; Fragiacomo, 2005; Throckmorton & Gravett, 2007; Stafford & Griffis, 2008). They want to see the "big picture" and how they fit into it, so it is important to show them how everything comes together (Fragiacomo, 2005). Place them in a position, however, that has them doing the same meaningless task repeatedly with no sense of social value, and they will be gone (Shepard, 2003).

5.3.2.5 Inspiring Leadership

This generation has grown up with no shortage of structure and supervision, micro-managed by their parents and teachers and brought up in highly structured environments like daycare centres, and they are looking for similar structure and supervision in their workplace (Zemke, 2001; Tait, 2006). With parents as role models, Millennials are also looking for leaders with honesty and integrity (Raines, 2002; Fragiacomo, 2005). One of their biggest turnoffs is nasty bosses (Trigaux, 2003). In this era of complexity and change, Millennials want positive relationships with their bosses (Merrill Associates, 2004; Epstein & Howes, 2006; NAS, 2006). In fact, rather than a boss, they would prefer to have a coach and a mentor who is highly engaged in their professional development (Armour, 2005; Fragiacomo, 2005; DeBruyne, 2006; Spiro, 2006).

5.3.2.6 Positive Work Environment

Because they are used to working in groups, Millennials want to work in a friendly team environment with positive people who respect one another's ideas and abilities (Raines, 2002; Allen, 2004; Merrill Associates, 2004; Fragiacomo, 2005; Stafford & Griffis, 2008). They like to work with committed co-workers who share their values, with whom they can develop friendships, much like they did in school (Throckmorton & Gravett, 2007). Millennials also

expect to earn a living in a workplace that is fair to all, where diversity is the norm, and they will use their collective power if they feel that someone is being treated unfairly (Raines, 2002).

5.4   Millennials in the Workplace

As much as Millennials bring many admirable qualities to the workplace, they do have a few liabilities. They have a distaste for menial work, as what they do must have meaning. They do not know how to deal with difficult people, expecting their supervisors to deal with those types of issues. They need constant feedback on how they are doing, and they need to see where their career is going and what they need to do to get there. They are impatient, and they do not want to experience boredom (Raines, 2002; Reynolds, 2005; NAS, 2006; Heathfield, 2007).

5.4.1   Paying One's Dues

The Millennials' self-confidence, as much as it can be an asset, can also be a liability. Millennials come to work with the full intention of making an immediate impact, either by starting at the top or at least by starting to climb the corporate ladder by their sixth month on the job (Zemke, 2001). They expect respect even with their lack of experience, thinking that they can show others a few things when it comes to work. Managers and older co-workers who believe in "paying one's dues" and "starting at the bottom and working their way up", and do not think opinions are worth listening to unless they come from someone with a prerequisite number of years on their résumé, can find the Millennials' can-do attitude unsettling (Raines, 2002; Stuart & Lyons, 2008). They may also perceive the Millennials' eagerness to express their opinion as a sign of disrespect (Stuart & Lyons, 2008). This poses the potential for intergenerational conflict in the workplace.

5.4.2   Unrealistic Expectations

Because of the circumstances of their upbringing, Millennials can also have some unrealistic expectations about work. They expect a more highly structured, "me oriented" environment than exists in most organizations (Zemke, 2001). They also expect to have input in all decisions that affect their work (McGee, 2004). Millennials would like a workplace that is challenging, collaborative, creative, fun and financially rewarding. They have read about businesses with basketball courts and pool tables, refrigerators stocked with beer for employees, and companies that pay their way through school (Raines, 2002). Yet, it is not that members of this generation are against hard work. They are not lazy - they have just come to expect instant gratification due to a childhood of receiving it (NAS, 2006).

5.4.3   Loyalty

The Millennial Generation has seen firsthand the effect of downsizing, re-engineering and layoffs on their parents. They saw the fall of the DotComs and the scandals that imploded Enron and Arthur Andersen. They are therefore less trustful of organizations, and they are sceptical when it comes to concepts such as employee loyalty (Armour, 2005; Chavez, 2005; Schwab, 2005; Byrne, 2007). Loyalty is highly valued by Millennials and is generally reserved only for those very close to them, i.e. their family and friends (Merriill, 2004; Schwab, 2005).

With their skills and abilities, Millennials foresee changing employment many times based on jobs that bring them the most satisfaction. Unlike previous generations, the wealth of information and products available in seconds from the Internet has given Millennials the idea that if they do not get what they want from one source, they can go immediately to another. This has an impact on the workplace because Millennials will question workplace regulations, such as uniform requirements or schedules, and they know that there are other options if they are not satisfied with the answers (Campbell, 2005; NAS, 2006). They are also prepared to leave if they do not receive sufficient career support and skill development to ensure that they continue to be employable (Chavez, 2005). However, if an employer can offer different opportunities for growth and development, in a supportive work environment, which allows for flexibility, a Millennial then has little reason to change jobs (Gillis, 2006). When they feel respected and valued, they can be loyal to an organization and actually become a great asset and advocate (Merrill Associates, 2004).

5.5   Summary

Millennials expect to work, but they do not necessarily expect to work in the same career field, let alone for the same employer, for their entire life. They shun specialization, opting instead for a broad variety of skills that will allow them to be marketable in the uncertain world in which they live. The Millennial Generation's top career goals are work-life balance, pursuing further education, building a sound financial base, and contributing to society. And they are looking for employers who have progressive work environments and strong corporate cultures, and who are industry leaders, highly ethical, innovative and socially responsible. Millennials expect these employers to provide work-life balance, fair compensation, professional development, the opportunity to make a difference, inspiring leadership, and a positive work environment. After all, if an employer does not provide all these things, Millennial are fully prepared to look elsewhere. However, if they feel respected and valued, there is a chance that they could become employees for life.

6.   Discussion

Today's Canadian navy is made up of Baby Boomers, Gen Xers and Millennials, and each of these generations needs to work together effectively to accomplish the navy's mission. Traditionally, it has been expected that new recruits will simply conform to the established ways of doing business. However, Millennials have been raised to question things by their parents and teachers – they will not likely accept an answer along the lines of "because we have always done it this way". Neither will they view age, rank or seniority as the clearest sign of able leadership. As such, traditional techniques to motivate and inspire this generation may be ineffective, presenting difficulties for the Canadian navy if it is unable to adapt (Schwab, 2005).

It is important to remember that many of the unique values that Millennials bring to the workplace are not ones that they will outgrow. Yes, they are disloyal, rebellious, and cocky – just like any other generation typically has been at their age. What sets the Millennial Generation apart is the way they "socialize, communicate and manage" (Pooley, 2005). It is therefore crucial that the Canadian navy understands, and, to at least some extent, accommodates their attributes in order to attract and retain these young people. They bring with them new competencies and abilities that can make an invaluable contribution to the success of the organizations they work for (Stuart & Lyons, 2008).

After all, it must be kept in mind that the Canadian navy needs this generation. After many years of not meeting its recruiting targets, there are critical manning shortfalls in many of the navy's technical occupations. And to complicate matters, there is now increased attrition in the more senior ranks, as the Baby Boomers begin to retire in more substantial numbers. The Millennial Generation, which is close in size to the Baby Boom Generation, has the raw numbers that the navy needs to recruit. With the advanced technology that is being put into the "fleet of tomorrow", the Canadian navy also needs people who have the skill sets to use it, and who better than the technologically savvy Millennials? With crew sizes getting smaller and the navy's establishment shrinking, it is imperative that the Canadian navy has the "right people with the right qualifications in the right place at the right time". So the navy should be looking for the best and brightest, with the capability to be the hybrid sailor that it will likely need in the future. And who better than the multi-tasking Millennial? Lastly, the Canadian navy's leaders of tomorrow are those whom it recruits today. Since it does not hire its senior leaders "off the shelf" but rather develops them from the ground up, it has to look at who it hires today as its potential leaders of tomorrow. And who better than the Millennial who likes to work in teams, values diversity and is able to think outside the box?

As desperately as the navy needs new people, however, the question remains as to what type of sailor could a Millennial possibly be, given their inherent characteristics and work expectations? American military leaders and non-commissioned members once had the same question. They looked at Millennials as "couch potatoes and computer geeks who are hooked on Internet games. Many have never participated in team sports or even physical education classes, let alone handled a weapon. The products of broken homes and liberal parenting,

they are ethnically diverse, politically correct and thin-skinned. And they talk back" (Kitfield, 2007). In other words, they hardly seem to exhibit the right stuff for the military. However, as the U.S. Army has found out, this generation has turned out to be an incredible resource. Millennials multi-task better, they understand technology better, and, perhaps most importantly, they have volunteered for the Army at a time when they know that they are going to war, showing a huge groundswell in patriotism (Kennedy, 2006).

Millennials are thinking soldiers and the No.1 question they ask is "Why?". This has actually served them well because, with the decentralized nature of the counterinsurgency warfare in Iraq and Afghanistan, where the rules change daily, young, front-line troops tend to have more responsibility today. With their relative independence and mental acuity, these "strategic corporals" have accepted the challenge and have shown that they have the ability to make the right decisions in difficult environments. According to Colonel Rob Baker who commanded a U.S. brigade in Iraq for a year, "They are as courageous, steely-eyed, and hard as woodpecker lips as any generation of American soldiers" (Kitfield, 2007).

Hence it could be argued that Millennials are indeed just the kind of people that the Canadian navy needs, and that perhaps it should consider ways to adapt in order to attract and retain this generation. As the U.S. has discovered, it is to the military's benefit to lead this generation rather than drive them (Kennedy, 2006). They have completely revamped their traditional drill sergeant approach in boot camp. Rather than the yelling and screaming to break a person down and re-build them, drill sergeants have become mentors and coaches to bring the best out of their recruits and prepare them to be those "strategic corporals" needed on the battlefield. The Canadian navy needs this generation, both for the "fleet of today" as well as the "fleet of tomorrow". So the question is – how will the Canadian navy adapt? Because it is not a matter of whether the navy should adapt to attract and retain the Millennial Generation, it is a matter of how it should do so. Hence, follow-on studies to look at the implications for the navy's HR system, from attraction and recruitment, to training and education, leadership, organizational culture, retention, and so on and so forth, are required to pave the way forward for the Canadian navy.

7. Conclusion

The Canadian navy has been recruiting the Millennial Generation for the past decade and will hopefully continue to do so for at least the next decade or so. However, with many years of not reaching recruiting targets, one might surmise that perhaps the navy has not been able to effectively reach out to this particular cohort. As the navy transitions from its "fleet of today" to its "fleet of tomorrow", it is imperative that the navy not only attract but retain the sailors that it needs to achieve its mission. This study provides an outline of the Millennials' major influencers, common characteristics and work expectation in order to better understand them. Follow-on studies are required to examine how the Canadian navy may need to change not only its attraction and recruitment but also its training and education, leadership, organizational culture, retention, and so forth.

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List of acronyms

CEO	Chief Executive Officer
CF	Canadian Forces
CORA	Centre for Operational Research and Analysis
DND	Department of National Defence
DRDC	Defence Research and Development Canada
FY	Fiscal Year
HR	Human Resources
IM	Instant Messenger
MARCOM	Maritime Command
NCM	Non-commissioned Member
SMS	Short Message Service
UN	United Nations
U.S.	United States

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Due to increased attrition and challenges in meeting recruiting targets, the Canadian navy's effective strength has been steadily eroding over the last decade. Whereas a number of initiatives are being undertaken to address this issue, one important factor to consider is the type of people who are to benefit from them. There are currently three very different generations working side by side in the navy, from the Baby Boomer generation who are approaching retirement, to the Generation X who are climbing up the chain of command, to the Millennial Generation who are now being recruited into the junior ranks. To better understand this latest generation to enter the navy, this study examines the Millennials' major influencers, common characteristics, and work expectations. Follow-on studies will more closely examine the implications that these may have on the Canadian navy, in terms of such issues as attraction and recruitment, training and education, leadership, organizational culture, and retention.

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