



## **Gen Y (Millennial) and Gen Z Cultural Cohort Demographics: Social, Political and Economic Perspectives and Implications**

**Dr. Mitchell L Springer PMP, SPHR, SHRM-SCP, Purdue University-Main Campus, West Lafayette (College of Engineering)**

Dr. Mitchell L. Springer PMP, SPHR, SHRM-SCP

Dr. Springer currently serves as an Executive Director for Purdue University's Polytechnic Institute located in West Lafayette, Indiana. He has over thirty-five years of theoretical and defense industry-based practical experience from four disciplines: software engineering, systems engineering, program management and human resources. Dr. Springer possesses a significant strength in pattern recognition, analyzing and improving organizational systems. He is internationally recognized and has contributed to scholarship more than 300 books, articles, presentations, editorials and reviews on software development methodologies, management, organizational change, and program management. Dr. Springer sits on many university and community boards and advisory committees. He is the recipient of numerous awards and recognitions, including local, regional and national recognitions for leadership in diversity, equity and inclusion.

Dr. Springer is the President of the Indiana Council for Continuing Education as well as the Past-Chair of the Continuing Professional Development Division of the American Society for Engineering Education.

Dr. Springer received his Bachelor of Science in Computer Science from Purdue University, his MBA and Doctorate in Adult and Community Education with a Cognate in Executive Development from Ball State University. He is certified as a Project Management Professional (PMP), Senior Professional in Human Resources (SPHR & SHRM-SCP), in Alternate Dispute Resolution (ADR), and, in civil and domestic mediation. Dr. Springer is a State of Indiana Registered domestic mediator.

**Dr. Kathyne Newton, Purdue Polytechnic Institute**

Dr. Kathy Newton is an Associate Dean of Graduate Programs and Faculty Success for the Purdue Polytechnic Institute at Purdue University. She is a Professor of Supply Chain and Sales Engineering Technology in the School of Engineering Technology. Her teaching and scholarly interests are in the areas of supply chain management, quality control, and graduate education. She served as Department Head of Industrial Technology from 2007 to 2010. Prior to her appointment at Purdue University in 1993, she spent seven years teaching for Texas A&M University's Department of Engineering Technology. Dr. Newton has a Ph.D. in Educational Human Resource Development, a Master's degree in Business Administration, and a B.S. in Industrial Distribution, each from Texas A&M University.

# **Gen Y (Millennial) and Gen Z Cultural Cohort Demographics: Social, Political and Economic Perspectives and Implications**

## **Abstract**

*[...If you have theoretical and/or practical experience in management, then you can likely manage what you do not understand, but you still cannot lead it...]*

This statement, in a modified form, was first put forth by Myron Tribus in 1996. To this statement, we cannot lead a diverse group of people, if we do not understand them. In extending this thought, an administrative professional organization, administering online programs to professional working adult learners, can do so, but will find challenge in growing, or leading the efforts to attract and subsequently scale program offerings, if we do not understand our target audiences.

Prior works have discussed in rich detail the numerous demographic groups of students in our collective continuing professional administrative organizations, this through the lens of race, ethnicity, age and gender. Additionally, each of these demographic student cohorts have been examined through social, political and economic lenses.

This paper goes beyond previous views of cohort student discussions, by explicitly examining the two most recent cultural cohorts, Gen Y (Millennials) and Gen Z, in an effort to define and differentiate these two cohorts from social, political and economic undertones.

Each of these identifying characteristics provides furthering insight into implications in society, our businesses, higher education, and our homes.

This paper is about cultural understanding and differentiation. Understanding those culturally defining characteristics of our largest student cohorts of this time. To better attract and subsequently convey content to these two cohorts, not only requires, but demands a fundamentally better understanding of who they are.

In the final analysis, this paper is the assimilation of a rich, systematic literature review which recognizes the many similarities and differences of our two most recent cultural demographic groups. The similarities of these two cohort groups, in contrast to previous cohort groups, potentially creates a highly charged and emotional reaction to culturally changing demographics.

## Historical Cohort Demographics

Over a twenty-year period from 1998 through 2019, the average age of students participating in this administrative organization's academic programs, regardless of delivery modality is 35.8 years of age, with nearly 15 years of professional (post-Bachelorette) working experience.

Given the beginning and ending birth year for each major identified cohort group in the U.S., the participants in the online programs administered by this administering organization have spanned three cohort groups over a twenty-year period from 1998 through 2019. These three cohort groups are Boomers, Gen X and Gen Y.

- ❑ **Veterans** (Traditionalist); 1922-1945
- ❑ **Baby Boomers**; 1946-1964
- ❑ **Generation Xers**; 1965-1980
- ❑ **Generation Y** (Millennials); 1981-1996
- ❑ **Generation Z**; 1997-2012

In each cohort changing instance, the future success of delivering quality programs to the, then, prominent participant student population, required an understanding of that particular cohort. This to better appreciate those attributes of adult learners that separate them from younger cohorts of previous generational groups. For example, their views on the adoption of technology, andragogical implications as related to financial, home, work and general life-oriented stresses.

Malcom Knowles has frequently been credited in advancing our understanding of adult learners. He proposed at least 12 unique attributes that adults possessed which are not necessarily found in younger learners. A few of these attributes are summarized below.

- ❑ Adults need to understand why the material they are about to learn is applicable to their "real-world".
- ❑ Adults come into any learning situation with significant learned experiences.
- ❑ Adults have significant experiences which they want to share with others in the class.
- ❑ Adults want to participate in the learning experience.
- ❑ Adults have special physical needs. By virtue of their maturity, they may need more frequent breaks, a chance to stretch, get a cup of coffee, etc.
- ❑ Adults have more emotional/mental needs. Adults are more likely to be under a greater stress than younger adults. Some adults may be concerned about their finances, or perhaps be thinking about something like their aging parents. Adults have greater responsibilities by virtue of their seniority.

Given the intent of administrative organizations to serve this adult andragogical population, it is imperative as providers of these educational services we understand the seminal experiences,

both good and bad, applicable to each generational cohort participating in our many programs. This becomes especially true when a new generational cohort emerges as primary learners and participants.

### **Cultural Similarities and Differences of Gen Y and Gen Z**

In a 2018 report by the Brookings Metropolitan Policy Program [1], the authors describe in great detail the changing face of racial/ethnic demographics in the U.S. They compare the millennial generation and its successor generation; Gen Z to the previous generations, Gen X, Baby Boomers and the Veterans. Their report addressed four questions [p.5]:

- ❑ Who are millennials and how distinct are they?
- ❑ Where are millennials living?
- ❑ How do millennials differ on education and poverty across metropolitan areas and states?
- ❑ How will millennials serve as a bridge across generations?

The millennial generation (Gen Y), spans the years 1981 through 1996 [2]. They succeed Gen X, baby boomer and veteran generations before them:

- ❑ **Veterans** (Traditionalist) 1922-1945; 52 million people - those born prior to WW II
- ❑ **Baby Boomers** 1946-1964; 78.8 million people - those born during or after WW II and raised during a period of extreme optimism, opportunity and progress.
  - Began turning 65 in January 1, 2011; 10K/day, thru December 31, 2029
- ❑ **Generation Xers** 1965-1980; 44 million people - came of age in the shadow of the boomers; children of Veterans or older Boomers or younger siblings
- ❑ **Generation Y** (Millennials) 1981-1996 (some say 1998-ish); 75.3 million people - children of younger boomers; “most loved” generation
- ❑ **Generation Z** (1997-2012); Population yet to be defined; children of Gen X.

Although US Census Bureau provides the basic information on live births and birth rates, aside from the Veteran, Boomer and Gen X cohorts, it is not wholly agreed which years should be counted in post-Boomer groups.

In 2018, millennials were 55.8% white and nearly 30% “new minorities”: Hispanic, Asian and those identifying as two or more races [p. 6].

*The large migration to the U.S. in the 1980s and 1990s, especially from Latin America and Asia, coupled with the aging of the white population, made millennials a far more racially and ethnically diverse generation than any that preceded it [p. 6]*

*...there is a clear shift in racial/ethnic makeup between millennials and prior generations. In 2015, the 55 and older population, including most baby boomers and*

*those born before them, were “whiter” than the country as a whole (75% versus 61.6%), and among them, blacks were the largest racial minority. Those in the 35-54 age group, including generation X and the tail of the baby boomers (at 61.5% white, 17.6% Hispanic, and 12.5% black), were roughly representative of the nation’s racial and ethnic composition.*

*Tomorrow’s diversity is foreshadowed by the post-millennial generation [Gen Z] now under age 18... whites make up just over half (51.5%) of this generation, of whom people ages one through five are minority white. Over one-third of the this group consists of new minorities, and almost a quarter is made up of Hispanics [p. 6]*

For purposes of furthering discussion, in 2018, for those aged 55+, they were composed of 75% non-Hispanic White, those aged 35 to 54 were 61.5% non-Hispanic White, those aged 18 to 34 were 55.8 non-Hispanic White and those under the age of 18 were only 51.5% non-Hispanic White. These trends show a tremendously changing racial and ethnic make-up of our younger generations. From prior years data, we know in 2020, for all children under the age of 18, the non-Hispanic White population is now the minority population, giving way to the collective majority population represented by all children not considered non-Hispanic White.

From this perspective, it is clearly the millennial generation that is ushering in the nation’s future diversity; with Gen Z that follows as the generation to solidify and further define the racial and ethnic trend line.

The data on changes in 18-34 year-olds from 2000 to 2015, a 15 year window, reflect there was a net loss of nearly one-quarter million white young adults, as more whites left the 18-34 age group than entered into it. Other racial and ethnic groups did just the opposite. Over this same period as millennials aged into this age cohort, the data reflects net gains of 4.3 million Hispanics and more than 1.5 million each of Asian and black Americans. The U.S. Census Bureau projects for the foreseeable future, post-millennial (Gen Z) young adult populations will continue to experience declines in their white populations, with racial and ethnic minorities representing all future gains [p. 8].

### **The Millennial View of Diversity and Inclusivity**

Deloitte University in collaboration with the Billie Jean King Leadership Initiative [3] reported on an exhaustive study reflecting millennial (Gen Y) views of diversity and inclusion.

In this study, Deloitte reported “...millennials view inclusion as having a culture of connectedness that facilitates teaming, collaboration, and professional growth [p. 3].” The reports key findings include:

- ❑ When defining diversity, millennials are 35 percent more likely to focus on unique experiences, whereas 21 percent of non-millennials are more likely to focus on representation.
- ❑ When asked about the business impact of diversity, millennials are 71 percent more likely to focus on teamwork compared with 28 percent of non-millennials who are more likely to focus on fairness of opportunity.
- ❑ 83 Percent of millennials are actively engaged when they believe their organization fosters an inclusive culture, compared to only 60 percent of millennials who are actively engaged when their organization does not foster an inclusive culture.
- ❑ Millennials believe that programs aimed at diversity and inclusion should focus on improved business opportunities and outcomes as a result of the acceptance of cognitive diversity, specifically individualism, collaboration, teamwork, and innovation.

The authors report millennials strive to be inclusive, just not the way the Boomers and Gen-X'ers have focused on. Boomers and Gen-X focused on assimilating individuals of different races, genders, ethnicities, religions and sexual orientations into an organization. Millennials are interested in moving forward from simply focusing on previous definitions and initiatives for diversity and inclusion.

*Millennials are much more concerned with cognitive diversity, meaning diversity of thoughts, ideas and philosophies. And, in capitalizing on these differences to solve business problems in a culture of collaboration.*

Millennials, by 2025, will represent 75% of the total U.S. workforce. Yet, they change jobs approximately every two years. This leads 75% of CEOs and executive-level leaders to believe leveraging cognitive diversity is essential to organizational on-going success [p. 6].

Alternatively stated "...millennials frame diversity as a means to a business outcome, which is in stark contrast to older generations that view diversity through the lens of morality (the right thing to do), compliance and equality... Gen-X and baby boomer generations most commonly define diversity as representation of and fairness to all individuals and their various identifiers of gender, race, religion, ethnicity and sexual orientation. While the older generations look to ensure that the mix of those on a team are made up of all those identifiers, millennials look past these identifiers to focus on the knowledge, experience and unique insights these individuals bring forth [p. 7]."

*The blending of unique perspectives within a team, to combine different ideas and approaches to better overcome challenges and achieve business goals, is the definition of millennial diversity.*

Just as diversity is viewed from a continuing lens, so too is inclusion. As reported, "Millennials define inclusion as having a culture of connectedness that facilitates teaming, collaboration, and professional growth, and, positively affects major business outcomes [p. 9]."

*"Conversely, older generations define inclusion as the acceptance and tolerance of demographically diverse individuals. For Gen-X'ers and baby boomers, inclusion is*

*the process through which organizations ensure that individuals of all genders, races, ethnicities, religions and sexual orientations are protected, treated fairly and provided consistent opportunities free from discrimination and prejudice. Inclusion as it relates to demographic equality (the non-millennial viewpoint) is a moral and legal issue that is necessary whether it directly benefits the business or not. On the other hand, inclusion as it relates to the acceptance of cognitive diversity (the millennial viewpoint) is a tool that enables productivity and bottom-line results [p. 9].”*

Millennials and non-Millennials offer differing perspectives of inclusion.

From a millennial perspective [p. 10]:

- ❑ Inclusion is having an impact at all levels, and having open lines of communication, transparency and strategic initiatives communicated to employees by executives.
- ❑ Inclusion is when you are a part of the process, your opinion counts, and we’re working together to a common goal. It’s being accountable for decisions that you are a part of.
- ❑ Inclusion is the workplace. The place where people come together to accomplish one goal, where business relationships are formed because of daily interaction among staff members.

From the non-millennial perspective, then [p. 10]:

- ❑ Diversity in the workplace is a representative distribution of people across race, religion, gender and personal orientation.
- ❑ Offering roles and opportunities to all qualified candidates regardless of race, creed, gender, sexual orientation, age or religious orientation.
- ❑ Inclusion is when everyone in the organization is given equal opportunity to work and grow without any bias towards religion, race or gender.

Millennial definitions of inclusion distinguish them from other prior generations [p. 11].

- ❑ Millennials are 28% more likely to focus on business impact.
- ❑ Millennials are 71% more likely to focus on teamwork
- ❑ Millennials are 22% more likely to focus on a culture of connection.

Non-Millennial definitions of inclusion are centered on traditional Part A to Part B precedents and initiatives:

- ❑ Non-Millennials are 28% more likely to focus on fairness of opportunity.
- ❑ Non-Millennials are 31% more likely to focus on equity.

- ❑ Non-Millennials are 26% more likely to focus on integration.
- ❑ Non-Millennials are 28% more likely to focus on acceptance and tolerance.

Moving beyond previous definitions of diversity and inclusion recognizes that most diversity and inclusion models originated over the last 30+ years. These many models included positive advancements oriented around employee affinity group programs and minority training programs. These many programs and initiatives were critical at their time and did more than anything else prior to advance our collective understanding of the value of diversity and inclusion. Millennials, however, feel that these older programs and initiatives were useful, but, are limited to one dimensional characteristics of race, gender, ethnicity and sexual orientation. Millennials believe the next step, "...should focus more on improved business opportunities and outcomes as a result of the acceptance of individualism, collaboration, teamwork and innovation [p. 16]".

Keathley, et al, in their 2014 book, *The Executive Guide to Innovation*, research by IBM and Morgan Stanley [5], reports "...companies with high levels of innovation achieve the fastest growth of profits, and radical innovation generates 10X more shareholder value than incremental changes [p. 17].

### **Cohort Group - Gen Z**

At this writing, this is the newest and youngest generation on our collective radar screens. This newest generation roughly spans the years 1997-2012.

This generation has had a number of very good books written about them. Two in particular are solidly based on extensive and exhaustive surveys. While there are many other literary works, the two referenced are *Gen Z Goes to College* [5] and *iGen* [6].

The authors of *Gen Z Goes to College* did a cross-institutional study with fifteen partnering universities from August through October, 2014. The study examined [p. xxiii]:

- ❑ Gen Z characteristics, styles, and motivations
- ❑ How Gen Z learn, engage, communicate, and form relations
- ❑ Pertinent Gen Z social issues and outlook on life

More specifically, the authors asked questions around such topics as:

- ❑ Characteristics of Gen Z
- ❑ Styles in working with others
- ❑ Motivations
- ❑ Learning styles and preferences
- ❑ Communication methods and preferences
- ❑ Social media use
- ❑ Friendships and relationships
- ❑ Social concerns and cares



- ❑ Politics
- ❑ Optimism
- ❑ Spirituality

*“...As these students entered kindergarten, they saw the newscasts of September 11, 2001. They witness the economy crash and saw the unemployment rate skyrocket. They have known only two US presidents and have lived in a world at war for a majority of their lives. And their schools have always been striving to leave no child behind. Where their predecessors had a special device for video games, another for playing music, another for making phone calls, and a paper calendar [see figure 1.0 below], Generation Z can do all of that with one device that fits in their pocket. As they started driving and needed directions, they likely never had to purchase or print a map; instead they plugged an address into their GPS or phone. This highly technological era in which they were born has helped make them smart, efficient, and in tune with the world, both offline and online... [p. 7]”*



Figure 1 - Images of Technology from Prior Generations (downloaded from Google Images)

The basics of this generation include:

- ❑ Gen Z appears to be the name this generation has adopted. Other names have historically been used, including: Digital Natives, Net Generation and iGeneration.
- ❑ They are the children of Gen X

- ❑ Generally born 1997-ish to present
- ❑ Currently they represent 25% of U.S. populations
- ❑ They will represent 1/3 of U.S. population in 2020
- ❑ They are the most racially diverse generation

Considering all children under the age of 1, this generation became part of the minority majority in 2013. PEW Research forecasts the U.S. will have no racial or ethnic majority for the next several decades.

Like each generation before them, in their short lives, Gen Z has experienced major seminal events; to name a few:

- ❑ September 11, 2001 attacks
- ❑ Last major economic crash
  - December 2007 – June 2009
- ❑ Their parents struggling through a stagnate economy and difficult job market
- ❑ They have only known two (2) U.S. Presidents
- ❑ They've experienced a world at war most of their lives
  - Global war on terror (2001-present)
  - Afghanistan (2001 – 2014)
  - Iraq War (2003 – 2010)
  - War against the Islamic State (ISIS) (2014 - present)

- ❑ Opportunity to be constantly connected

*“...It is not news that men and women communicate differently, so it should not be news that Generation Z men and women use social media differently as well. When looking at why they use social media, the reasons are starkly different. We found that the main reason women use social media is to keep up with others' lives, while men use social media because it is quick and easy to use...” [p. 78]*

- ❑ Exposure to issues of diversity and social justice

*“...Generation Z students are not just the most diverse generation yet, they are also open-minded and embrace diversity. Fewer than 20 percent believe that a shared culture or background is important when creating or sustaining friendships...” [p. 88]*

- ❑ Budget cuts at all levels
  - Corporations, States, education..

The authors [p. 7] characterize this generation as:

- ❑ Wanting to find solutions to problems
  - Knows how to use technology to do so
- ❑ Having a strong work ethic like Boomers
- ❑ Responsible and resilient like their Gen X parents
- ❑ Technologically savvy than Millennials (Gen Y)
- ❑ Describe themselves as:
  - Loyal (85%), thoughtful (80%), compassionate (73%), open-minded (70%), responsible (90%)

While individual studies are important in that they provide data for future comparison and understanding, by themselves, they are simply a snapshot in time. To truly understand cohort cultural change over time, specific ages of individuals within one cohort must be compared to ages of individuals in other preceding cohorts, when they were all at the same relative age. In other words, surveys of Boomers, Gen X, Gen Y and now Gen Z are most informative from a cultural perspective when we look at each of these cohorts when they were 14, 15, 16 or “x” years of age.

Twenge [6], in her book “iGen” does just this. Twenge uses data from multiple studies [p. 9]:

- ❑ Monitoring the Future – has asked 12<sup>th</sup> graders more than a 1,000 questions every year since 1976, and 8<sup>th</sup> and 10<sup>th</sup> graders every year since 1991.
- ❑ Youth Risk Survey Surveillance (YRBSS) – administered by the U.S. Centers for Disease Control and Prevention, has interviewed high school students since 1971.
- ❑ American Freshman Survey – administered by the Higher Education Research Institute; has questioned students entering 4-year colleges and universities since 1966.
- ❑ General Social Survey (GSS) – has examined adults 18 and over since 1972.

## **Gen Z Stressors**

In a 2018 report by the American Psychological Association (APA), titled Stress in America – Gen Z [7], the authors focused on the mental health of Gen Z, and more specifically, those things contributing to their overall stress levels.

From the report, 68% of Gen Z report feeling very or somewhat significantly stressed about our nation’s future [p. 3]. Summary data on Gen Z includes:

- ❑ Most likely to report mental health problems (91%)
- ❑ Least likely to say mental health good or very good (45%)
- ❑ Most likely to receive or have received treatment (37%)

- ❑ Stressors include common, personal, national and gun violence.

Gen Z reports feeling more stressed than adults overall about national issues in the news [p. 3]. Topics include mass shootings, the rise in suicide rates, climate change and global warming, separation and deportation of immigrant and migrant families, and, widespread sexual harassment and assault reports.

Slightly more than 9 in 10 (91%) of Gen Z between the ages of 18 and 21, say they have experienced at least one physical or emotional symptom due to stress in the past month, versus 74% of adults overall who say they have experienced at least one symptom.

Gen Z (45%) is least likely to say their mental health is excellent or very good [p. 4].

Gen Z is also more likely to receive or have received treatment for their mental health than any other generational cohort [p. 4].

When it comes to personal life stressors, work and money top for list for both Gen Z and adults overall, with health-related concerns and the economy following. On the economy, Gen Z reports slightly less stress (46%) than adults overall (48%). This latter stressor, the economy, is likely because of the impact of youthfulness of Gen Z at this point in their lives [p. 5]. Work and money are typical pocketbook issues attendant predominately to early gerontological and chronological life phases.

Relative to race:

*“Gen Zs of color are more likely to report stress around certain issues more than their white peers. For around four in 10 Gen Zs of color, personal debt (41%) and housing instability (40%) are significant sources of stress, while three in 10 white Gen Zs (30%) say the same about personal debt, and less than one quarter (24%) of this demographic cite housing instability. This disparity between Gen Zs of color and their white peers is also seen in percentages of those reporting hunger and getting enough to eat as a significant source of stress: 34% of Gen Zs of color versus 23% of white Gen Zs [p. 5]”*

Overall, all individuals, from each of the cohort groups report some level of stress. On a scale from one to ten, where one is little to no stress and ten is a great deal of stress, older adults report experiencing the least amount of stress at 3.3, where boomers report 4.1, followed by Gen X at 5.1, Gen Z at 5.3 and Gen Y (Millennials) at 5.7. The average of all adults is reported as 4.9.

### **Gen Y (Millennials) and Gen Z Similarities**

On January 17, 2019, PEW Research [2] “officially” defined the generations for future research and discussion purposes. Millennials were defined as being born between 1981 and 1996 (ages 23-38 in 2019), while Gen Z encompassed the birth years between 1997 through 2012 (ages 7-22 in 2019) [p. 2].

In the report by PEW research titled “Gen Z Looks a Lot Like Millennials on Key Social and Political Issues”, the authors state:

*“Millennials have moved firmly into their 20s and 30s, and a new generation is coming into focus. Generation Z – diverse and on track to be the most well-educated generation yet – is moving toward adulthood with a liberal set of attitudes and an openness to emerging social trends. On a range of issues, from Donald Trump’s presidency to the role of government to racial equality and climate change, the views of Gen Z – those ages 13 to 21 in 2018 – **mirror those of Millennials**. In each of these realms, the two younger generations hold views that differ significantly from those of their older counterparts. In most cases, members of the Silent Generation are at the opposite end, and Baby Boomers and Gen Xers fall in between. [p. 1].”*

The report highlights additional similarities between the two generations as:

- Believing government should do more to solve problems
- Believing blacks are treated less fairly than whites
- Increasing racial and ethnic diversity in U.S. is good
- Having a positive view of interracial and same-sex marriage
- Gen Z is the most racially and ethnically diverse generation in history of U.S. with the millennials being second in being the most diverse cohort in U.S. history.

Gen Z (70%) shares views with Millennials (64%) on the government serving a bigger role in social and political issues. Both, Gen Z and Millennials view on this topic is greater than that of earlier generations, including Gen X (53%), Boomers (49%) and the Veteran (Silent) generations. Only 39% of the oldest generation (Silent) believed the government should do more to solve collective problems.

On perspectives related to the treatment of blacks in the U.S. Gen Z and millennials, again, share common views.

*“...Younger generations have a different perspective than their older counterparts on the treatment of blacks in the United States. Two-thirds of Gen Z (66%) and 62% of Millennials say blacks are treated less fairly than whites in the U.S. Fewer Gen Xers (53%), Boomers (49%) and Silents (44%) say this. Roughly half of Silents (44%) say both races are treated about equally, compared with just 28% among Gen Z. The patterns are similar after controlling for race: Younger generations of white Americans are far more likely than whites in older generations to say blacks are not receiving fair treatment. Gen Zers and Millennials share similar views about racial and ethnic change in the country. Roughly six-in-ten from each generation say increased racial and ethnic diversity is a good thing for our society. Gen Xers are somewhat less likely to agree (52% say this is a good thing), and older generations are even less likely to view this positively [p. 9].”*

On the topic of gender and family, and more specifically, on the topic of gay and lesbian couples being allowed to marry, as well as views on interracial marriage, Gen Z and Millennials mirror one another with nearly 85% and 96% respectively saying it is a good thing or shouldn't make a difference. Gen X (74%, 94%), Boomers (67%, 90%) and the Silent generation (56%, 86%) trail in their opinions.

## Conclusion

Pedagogy is of Greek origin and means "leading children". Whereas, andragogy is of the same origin and means "leading man". The primary difference between the two concepts rests in the perspective of the learner experience. Where children have less experience and therefore require more of a systematic and methodological approach in learning and teaching, adults, by contrast are self-motivated to learn; significantly influenced by both quantitative and qualitative experiences, frequently rich in detail.

Given the intent of administrative organizations to serve this adult andragogical population, it is imperative as providers of these educational services we understand the experiences, both good and bad, applicable to each generational cohort participating in our many programs. This becomes especially true when a new generational cohort emerges as primary learners and participants.

To serve a cultural generational student population requires an understanding of that population. This, to understand their views on the adoption of technology, andragogical implications as related to financial, home, work and general life-oriented stresses.

This paper has performed a deep dive, providing rich detail on the two most prominent cultural generational cohorts and their many similarities and differences of detailed experiences.

## Bibliography

- [1] Fry, R. (2018). *More Adults Now Share Their Living Space, Driven in Part by Parents Living with Their Adult Children*. Pew Research Center. January 31. Retrieved from <http://www.pewresearch.org/fact-tank/2018/01/31/more-adults-now-share-their-living-space-driven-in-part-by-parents-living-with-their-adult-children/>
- [2] Dimock, M. (2019). *Defining Generations: Where Millennials End and Generation Z Begins*. Pew Research Center. January 17, 2019.
- [3] Smith, C., Turner, S. (2016). *The Radical Transformation of Diversity and Inclusion: The Millennial Influence*. Deloitte University, The Leadership Center for Inclusion. Downloaded from <https://www2.deloitte.com/us/en/pages/about-deloitte/articles/radical-transformation-of-diversity-and-inclusion.html>.
- [4] Keathley, J., Merrill, P., Owens, T., & Meggarrey, I. (2013). "The Executive Guide to Innovation: Turning Good Ideas into Great Results." Quality Press. Kerzner, H. (2009). *Project management: A systems approach to planning, scheduling and controlling* (10th ed.). Hoboken, NJ: Wiley.
- [5] Seemiller, C. & Grace, M. (2016). *Generation Z Goes to College*. San Francisco, CA.: Jossey-Bass.
- [6] Twenge, J. (2017). *iGen*. New York, NY.: Simon and Schuster Inc.

[7] American Psychological Association (APA), (2018). Stress in America: Generation Z. Stress in America Survey.