

ARE YOU TALKING ABOUT MY GENERATION?

TRISH BETTHAUSER, (LINCOLNSHIRE) STEVENSON HIGH SCHOOL



GENERATION KAHOOT

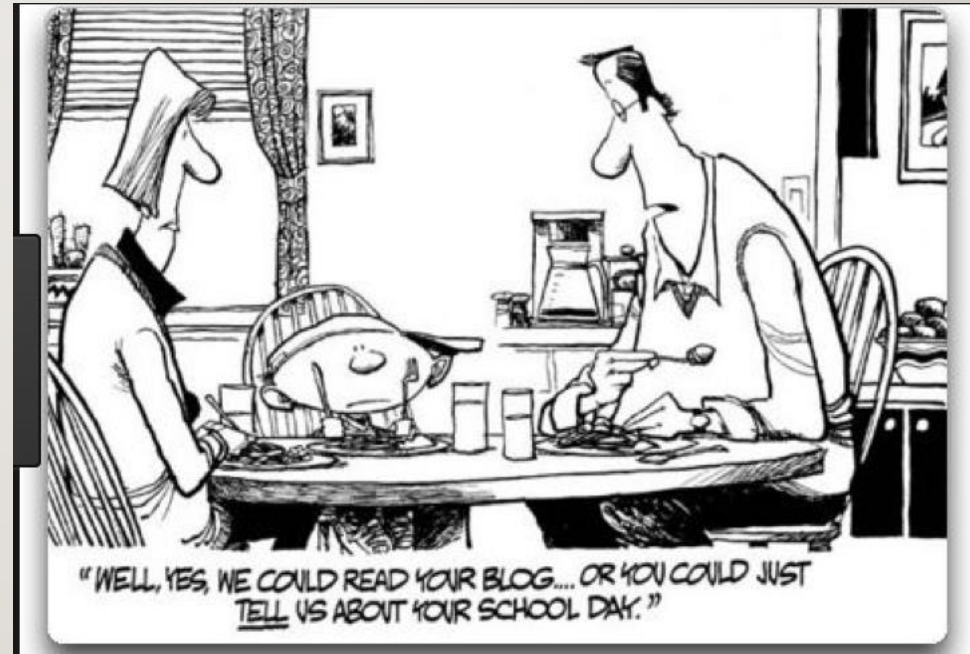


© MARK ANDERSON

WWW.ANDERSTOONS.COM



"We find our younger employees respond better to 'try to beat your high score,' than 'we need to increase profits.'"



"WELL, YES, WE COULD READ YOUR BLOG.... OR YOU COULD JUST TELL US ABOUT YOUR SCHOOL DAY."

THE ANATOMY OF A BABY BOOMER

Idealist

Competitive

Question Authority

“Me” Generation

Money, Title, Recognition

Want to Build a Stellar Career



KEY WORD: OPTIMIST

BORN 1965-1980
21% OF POPULATION



Generation

ANATOMY OF A GENERATION “X” ER

Possibly, Most Understood Generation

Eclectic

Resourceful

Self-reliant

Distrustful of Institutions

Adaptive to Change

Flexible and Motivated

Want to Build a Portable Career



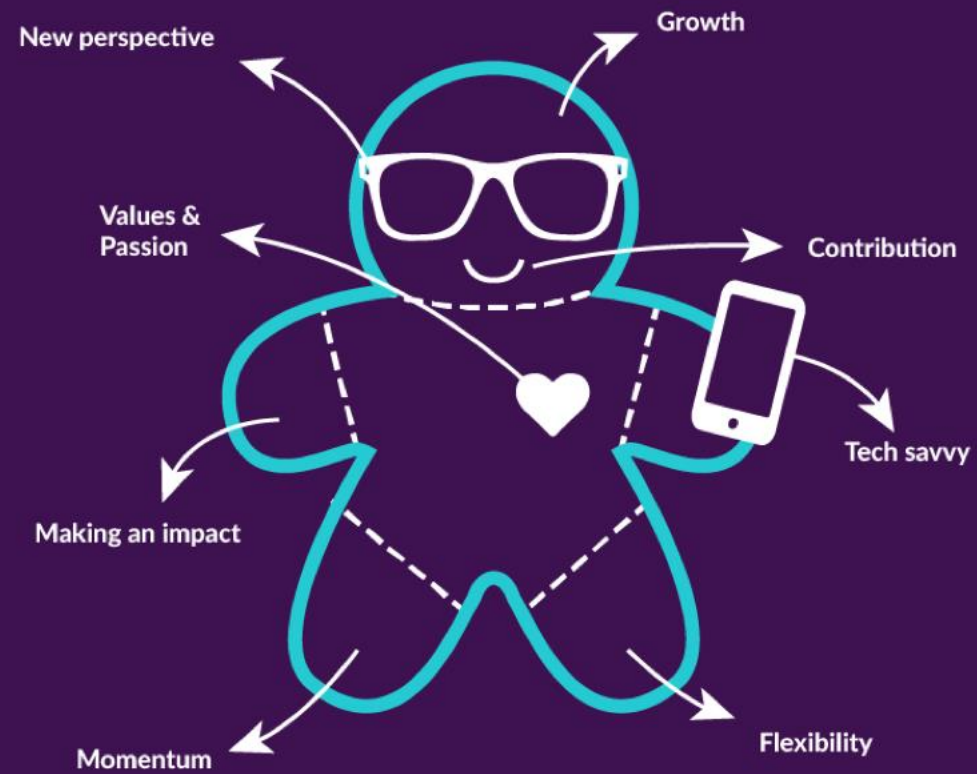
KEY WORD: SKEPTIC

BORN 1981-2000
14% OF POPULATION

GENERATION “Y”/MILLENNIALS

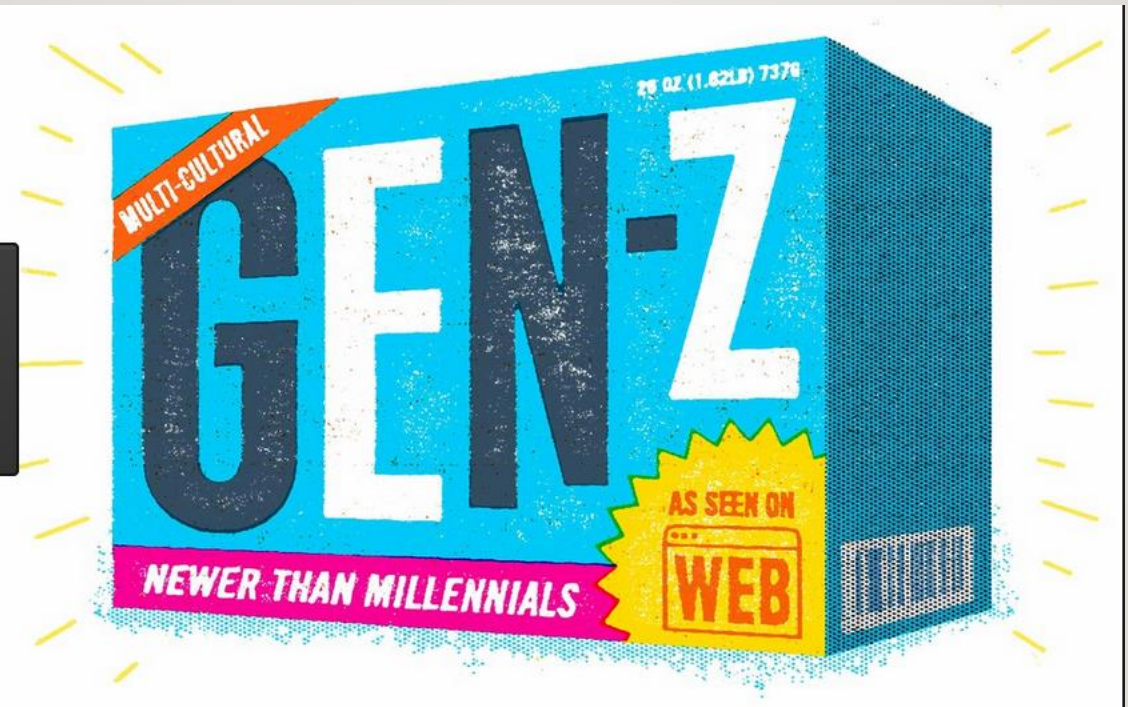


ANATOMY OF A MILLENNIAL



KEY WORD: REALIST

BORN 2001-PRESENT
20% OF POPULATION



ANATOMY OF A GENERATION “Z”ER

Entrepreneurial

Tech-savvy

Optimistic

Self-assured

Prefer cool products over cool
experiences

Want to save the world from the chaos
other generations have left behind



KEY WORD: ACTIVIST



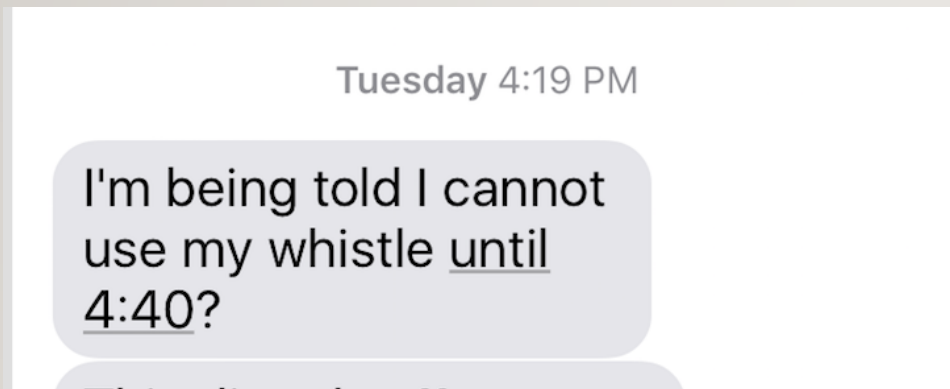


SUMMARIZING ...

| | Baby Boomers | Gen X | Gen Y | Gen Z |
|-----------------|---------------------|-----------------|----------------|----------------------------|
| Birth Years | 1946-1964 | 1965-1980 | 1981-2000 | 2001-present |
| Business Focus | Long hours | Productivity | Contribution | People Skills |
| Motivator | Money | Time Off | Time Off | Making a difference |
| Company Loyalty | High | Low | Low | I'll create my own |
| Money ... | Status Symbol | Means to an end | Today's Payoff | Expect more for their \$\$ |
| Value | Success | Time | Individuality | Diversity |

A TALE OF TWO COACHES ...

MY MILLENNIAL



MY BABY BOOMER



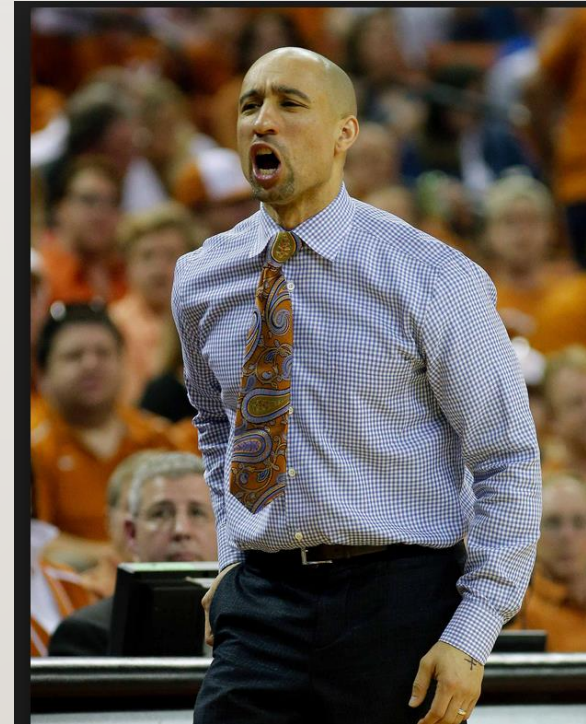
WHAT TO DO? BABY BOOMERS

- Offer them flexibility, authority, and respect. Ask them often how they feel about situations and intently listen to their responses.
- Challenge them to keep growing (in their own way, while encouraging risk-taking in small doses)



WHAT TO DO? GENERATION "X"ERS

- Manage them with a coaching style – FAST feedback and credit for results.
- Push them to keep learning just-in-time for every project.
- Often times, you need to watch Generation "X"ers closely, because they will take on too much, and not delegate enough.



WHAT TO DO? GENERATION "Y"ERS

- Don't judge the book by its cover. "Y"ers do not value basics such as punctuality and dress code, as much as their older peers. They believe in substance over surface.
- Be fair and direct with them and take the time to engage in their personal development ... personal conversations, personal notes, special somethings, etc.
- Treat them as professionals and they will act like professionals.



WHAT TO DO? GENERATION "Z"ERS

- Celebrate their diversity and learn from it.
- Indulge their desire to make a difference in the world. They are looking for more than the generations that have come before them.
- Provide them with genuine and authentic challenges.





COMMUNICATION

- Be present, make an effort to have personal conversations
- Provide verbal and written feedback regularly (Spirit Revolution Feedback example)
- Request feedback from your stakeholders (Coach surveys, Parent and Student-athlete surveys)
- Strongly encourage collaboration and teamwork with coaching staffs (Characteristics of Program Development)
- Weekly blogs, featured coach of the week
- Create Podcasts to convey messages to the division



Name: _____ Current Level: _____

Please complete by circling the scores you think best reflect your performance in each area at this point in time. Complete the goals, the action steps and refer to the things to consider section. You will meet with your coaches to discuss, goal set, etc

1. Attendance, Preparedness, Participation

| Things to consider: | 1 | 2 | 3 | 4 |
|---|--|--|--|---|
| -Absences, tardies, eligibility -Proper practice game apparel -Forms -Cheer binder -Helping with mats and equipment -Do you attend team outings? | I have developed elementary versions of the skill being assessed | I have developed the most basic level of the skills being assessed | I have developed an intermediate level of the skill being assessed | I have developed the advanced level of the skill being assessed |

| | |
|--|---|
| My goals for this area: 1. 2. 3. | Actions to take to achieve my goals: 1. 2. 3. |
|--|---|

ATHLETIC DEPARTMENT SURVEY

To access the survey: Go to www.d125.org
Click on Athletics, then click on
Spring Student-Athlete Survey or
Spring Parent Survey

OR scan the QR Code with your smartphone or iPad

Parent QR Code



Student-Athlete QR Code



Thank you for your time!



1. Where did you attend high school? College?

I went to St. Viator High School in Arlington Heights. I then attended San Jacinto Community College in Houston, TX where I played baseball. After my freshman year I transferred back home to Concordia University Chicago where I continued to play baseball and earn my education degree.

2. What is your fondest memory as an athlete?

Wow, that's tough. It has to be the entire experience. I know that's somewhat of a copout, but thinking back, I was really fortunate. Beginning with the road trips, lifelong friendships made, and all the great coaches I have had to play under and learn from. The best memory I have is my freshman year of

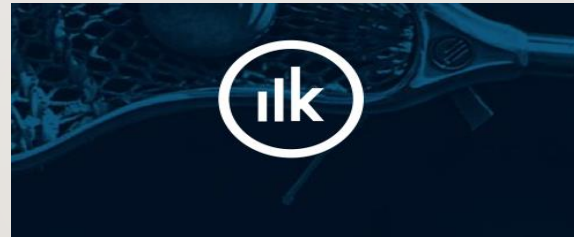
Stevenson(High(School(Athletics(Characteristics(of(Program(Development(

| Characteristic# | Initial#Stage#of#Development# | # | Intermediate#Stage#of#Development# | # | Advanced#Stage#of#Development# |
|---|--|------------------|--|---------------------------------|---|
| Philosophy# # # # # # # # | Program#Philosophy#exists,#but#is#expressed#loosely#with#staff#members.# # # The#philosophy#is#unsupported#and/or#unclear.# # # There#exists#little#understanding#of#how#each#coach#will#interact#with#the#program#philosophy.# # | # | Program#Philosophy#exists#but#the#head#coach#retains#authority#over#implementation#of#its#development.# # The#philosophy#is#supported#and#clearly#organized.# # # There#exists#general#understanding#of#how#each#coach#will#interact#with#the#program#philosophy.# # | # # # # # # # | Program#Philosophy#is#evident#through#shared#responsibility#among#staff#members.# # # The#philosophy#is#supported#and#clearly#organized#with#shared#vision#while#staff#members#provide#feedback.# # There#exists#specific#and#clear#understanding#of#how#each#coach#will#interact#with#the#program#philosophy.# # |
| Commitment# (| Staff#members#arely#discuss#program#goal(s).# # # # # Shared#responsibility#is#arely#evident.# # | # # # # | There#exists#commitment#to#achieve#the#agreed#upon#program#goal(s).# # # # Shared#responsibility#is#somewhat#evident#and#is#encouraged#when#working#toward#goal.# # | # # # # # # # | Staff#members#have#vision#of#the#work#toward#the#goal#as#well#as#details#of#goal#and#action#steps.# # # Shared#responsibility#is#evident#and#naturally#occurs#when#working#toward#goal.# # |
| Coaching(Staff Roles# # | Minimal#roles#are#clear#delineation#of#skills#exists.# | # | Each#staff#member#demonstrates#clear#role#and#shares#an#appreciated#talent#that#is#valued.# | # | The#unique#expertise#of#individual#staff#members#is#identified,#valued,#and#used#within#the#work#of#the#team.# |
| Management of(Tasks(| Process#of#completing#managerial#tasks#is#misunderstood.# # # # Coaches#know#where#to#locate#the#coaches#manual,#but#have#not#read#it.# | # | Staff#members#know#and#understand#the#expectations#for#maintaining#accurate#records#and#communicate#with#the#Athletic#Office.# # # # Coaches#know#where#to#find#the#coaches#manual#and#can#referenc#it#for#any#question.# | # | Staff#members#know#and#understand#the#expectations#for#maintaining#accurate#records#and#communicate#with#the#Athletic#Office#in#a#timely#fashion.# # # Coaches#have#read#the#coaches#manual#and#are#familiar#with#its#contents.# |
| Reflection# # | Little#reflection#occurs.# | # | Reflection#occurs#in#structured#conversations.# | # | Collaborative#reflection#of#program#performance#occurs#naturally,#continuously,#and#is#used#to#guide#program#toward#future#development.# |

#

TECHNOLOGY

- Support your coaches desire to use software platforms to enhance their coaching and assist with time management



- Stream events



TECHNOLOGY

Strength & Conditioning

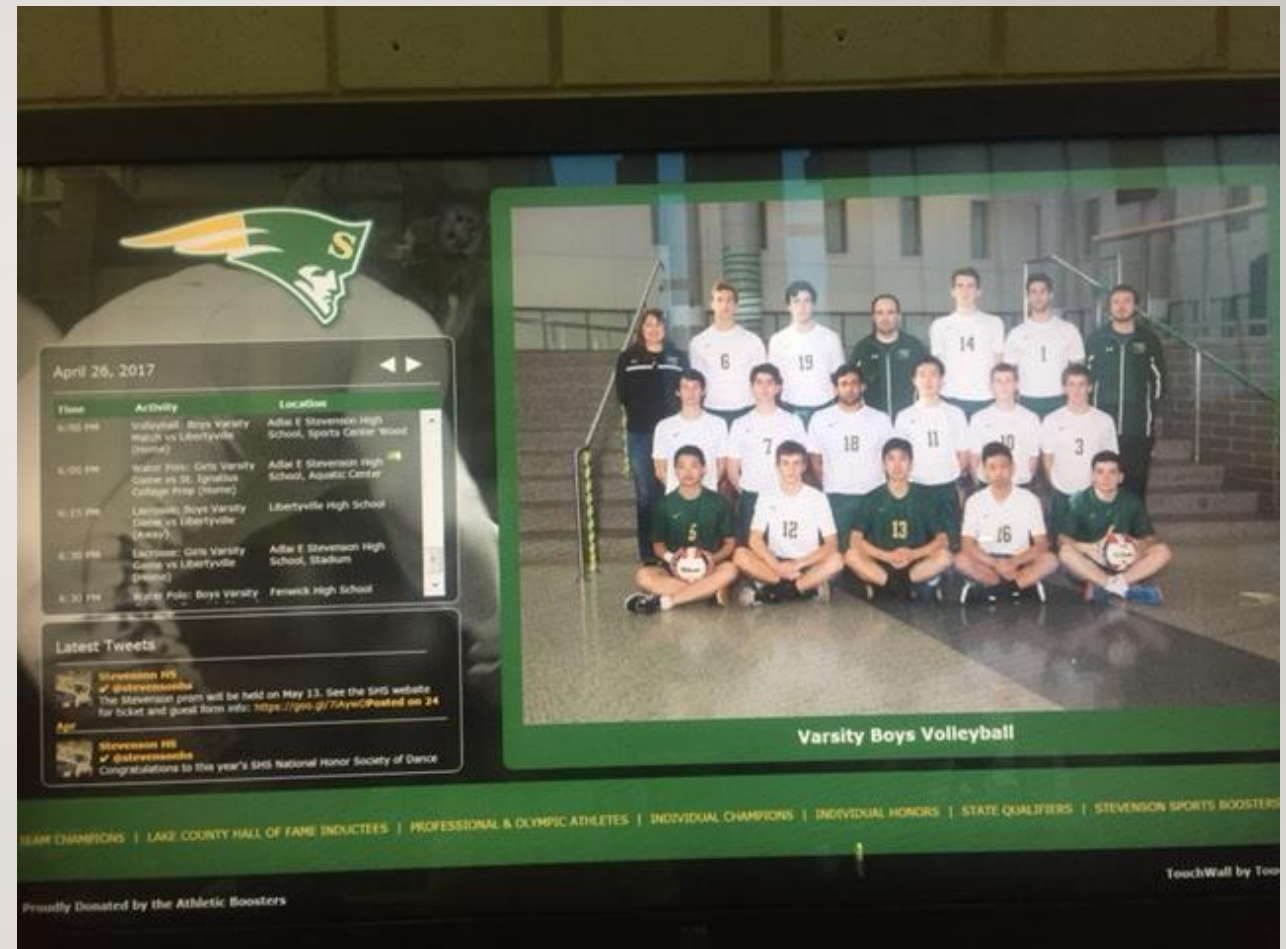


TRAINHEROIC



TECHNOLOGY

Display your awards in an interactive way (touchscreen options)



TECHNOLOGY

- Use a variety of social media platforms to share information, results, praise, encouragement, etc.
- Create practice schedules on google docs
- Educate your staff on useful apps (Activity Scheduler, weatherbug, MaxPreps, Gamechanger, etc.)



RECOGNITION



-
- Look for creative ways to recognize more coaches and athletes (3-sport athletes and coaches, coaching milestones, Prominent Patriot, ESPPA)
 - Encourage athletic participation beyond high school and recognize it when they've made the commitment
 - Let your coaches know that your Executive Summary at the end of the year includes their charitable work, as well as their other program data
 - Display your awards in an interactive way (touchscreen options)
 - Celebrate diversity in unique ways (t-shirt with native languages, serve on the diversity subcommittee, enlist coaches to attend Beyond Diversity training)

EXCEPTIONAL STEVENSON PATRIOT PRIDE AWARD



GENERATION “Y” AND “Z” COACHING TECHNIQUES

- Ask the right questions ...
- Parents are very involved, over communicate early, and set boundaries for them
- Understand the club/travel landscape in your sport
- Acknowledge their challenges with honesty and empathy
- Set expectations for technology use during practices, bus rides, meetings, etc.
- Stick to time commitments
- Share meetings/game film review via technology
- Provide opportunities for peer coaching, feedback
- Take time to rest



THANK YOU

HOMEWORK FOR YOU:

[Simon Sinek on Millenials in the Workplace](#)

Questions: email me at
tbetthauser@dl25.org

