



**OBTC 2017 at Providence College
June 14th – 17th, 2017**

Submission Template

SUBMISSION GUIDANCE

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Submission Template for the 2017 OBTC Teaching Conference for Management Educators

1) Title, Abstract & Keywords

Title: I-Generation: Millennial Students on Steroids?

Abstract:

Millennials are derided as narcissistic and entitled, and commended as generous and achieving. These traits inform an increased focus on meaningful work, accommodation, and feedback-seeking, which may not align with traditional work patterns. Likewise, students from the I-Generation are now entering the classroom with their own preferences, which may not align with traditional work patterns or those designed for Millennials. In this session, participants will share pedagogical tools that have effectively addressed the needs of Millennials within the bounds of the work world. Participants will explore challenges presented by the I-Generation, and how this generational shift will impact the classroom.

Keywords: Millennials, iGeneration, Generation Z

2) Teaching Implications:

What is the contribution of your session to management pedagogy/andragogy? Specifically, please include your learning objectives, and describe what management and/or teaching topics are relevant to your session, and why. Also, include theoretical, disciplinary, or theoretical foundations that will help reviewers understand how your ideas fit within the broader field of management.

Recent work has demonstrated that Millennial students often have work preferences that do not align with the “real world” (Hershatter & Epstein, 2010; Twenge & Campbell, 2003). To meet the developmental needs of Millennials, real-world projects, especially service projects, have become more popular. However,

these projects and others require potentially significant changes in instructor skill sets (Papamarcos, 2005). I-Generation students, who have grown up with mobile technology, may have different expectations and requirements. While some work has examined how businesses may respond to the I-Generation (Schneider, 2015), it is important that instructors adapt to meet the needs of this new generation (Rosen, 2010). This discussion group allows for reflection on student types and how changes in those student preferences, and entry knowledge skills & abilities will impact higher education.

The purpose of this discussion-based session is to share and discuss emerging awareness of changes in our incoming freshmen and possible ramifications for a variety of pedagogical and methodical tools. At the conclusion of the session, participants should be able to:

1. Understand key generalized traits and work preferences of Millennial students
2. Understand emerging traits and work preferences of I-Generation students
3. Adapt specific pedagogical tools to both Millennial and I-Generation students

3) Session Description and Plan:

What will you actually do in this session? If appropriate, please include a timeline estimating the activities will you facilitate: how long will they take, and how will participants be involved? Please remember that reviewers will be evaluating how well the time request matches the activities you'd like to do, and the extent you can reasonably accomplish the session's goals. Reviewers will also be looking for how you are engaging the participants in the session.

This session will revolve around a guided discussion, following the typical OBTC roundtable format. Handouts will be available, as will large summary sheets, to guide

and focus the discussion as needed. Specifically, our time will be allocated as follows:

1. Five minutes: Personal introductions of roundtable participants
2. Five minutes: Brief presentation on the work generalizing the millennial generation
3. 10 minutes: Discussion around classroom experiences unique to Millennials
4. Five minutes: Brief presentation on the work generalizing the I-Generation
5. 10 minutes: Discussion around classroom experiences unique to the I-Generation
6. 15 minutes: Time for sharing pedagogical tools that have been especially effective for either Millennials or I-Generation students.
7. 10 minutes: Conclusion

4) Application to Conference theme:

How does your session fit with the overall OBTC theme of *Navigating the Changing Currents*?

This session fits well in line with the conference theme, as the session concerns generational change and its effect in the classroom.

5) Unique Contribution to OBTC:

Have you presented the work in this proposal before? If so, how will it be different? Is this proposal under current review somewhere else? If so, please explain. How will your proposal be different for the OBTC conference?

This session has not been presented at OBTC or any other outlet.

Works Cited

- Hershat, A., & Epstein, M. (2010). Millennials and the World of Work: An Organizational and Management Perspective. *Journal of Business & Psychology, 25*, 211-223.
- Papamarcos, S. D. (2005). Giving Traction to Management Theory: Today's Service Learning. *Academy of Management Learning and Education, 4*, 325-335.
- Rosen, L. (2010). *Rewired: Understanding the iGeneration and the way they learn*. New York, NY: Palgrave MacMillan.
- Schneider, J. (2015, May 6). How to market to the iGeneration. *Harvard Business Review*. Digital article retrieved from: <http://www.hbr.org>.
- Twenge, J. M., & Campbell, W. K. (2003). Isn't it fun to get the respect that we're going to deserve? Narcissism, social rejection, and aggression. *Personality and Social Psychology Bulletin, 29*(2), 261-272.