

Part Three:
Getting Old Draws Moisture!
2008 and beyond



First:

A little perspective...

“The world today is passing through troubled times. The young people of today think of nothing but themselves. They have no reverence for parents or old age. They are impatient of all restraint. They talk as if they knew everything, and what passes for wisdom with us is foolishness with them. As for the girls, they are forward, immodest and unladylike in speech, behavior and dress.”

Peter the Hermit, A.D. 1271

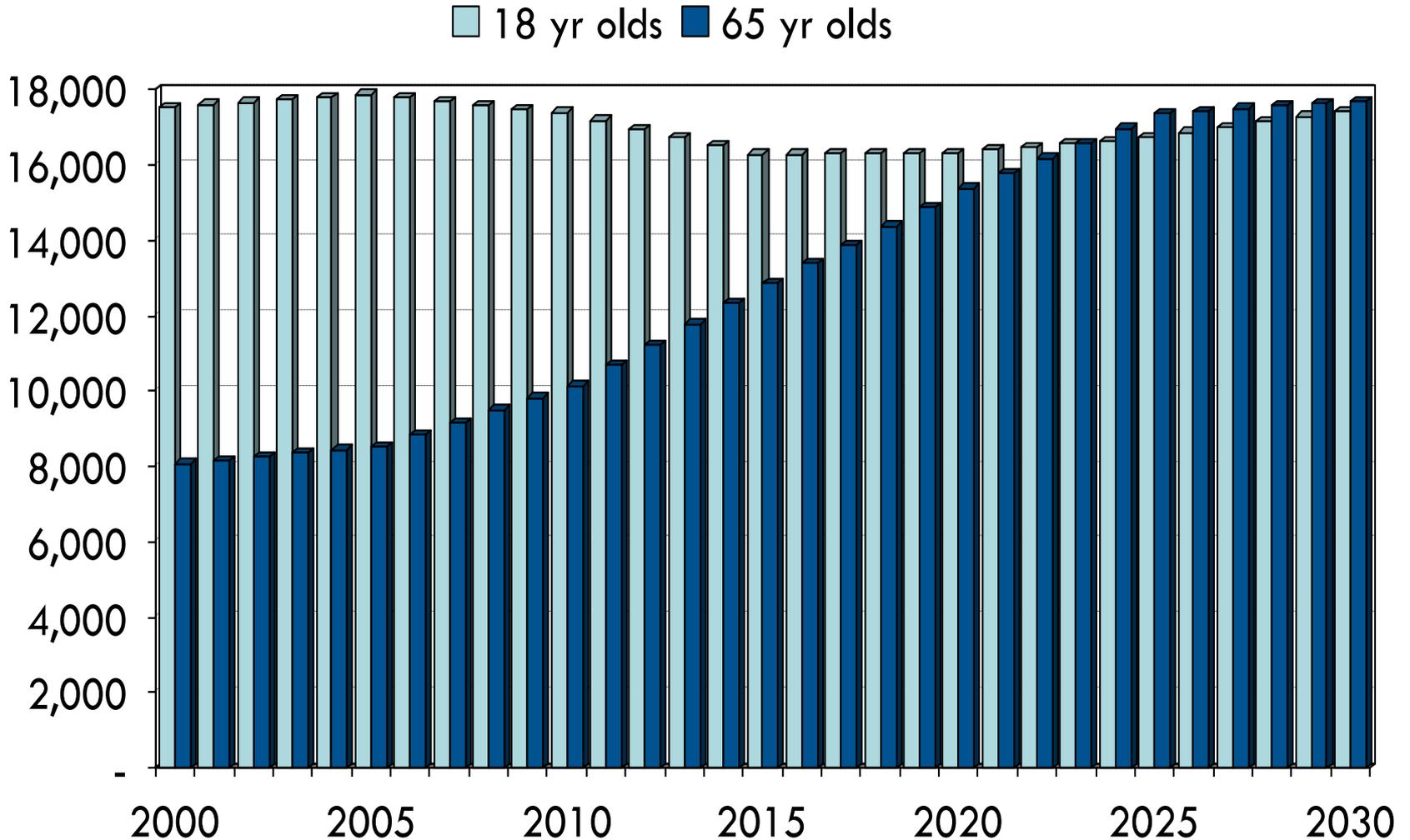
“I see no hope for the future of our people if they are dependent on the frivolous youth of today, for certainly all youth are reckless beyond words. When I was a boy, we were taught to be discrete and respectful of elders, but today’s youth are exceedingly wise and impatient of restraint.”

- Hesiod, Ancient Babylon, 8th Century B.C.

“The trouble with young people is that they almost always win because they are going to outlive us.”

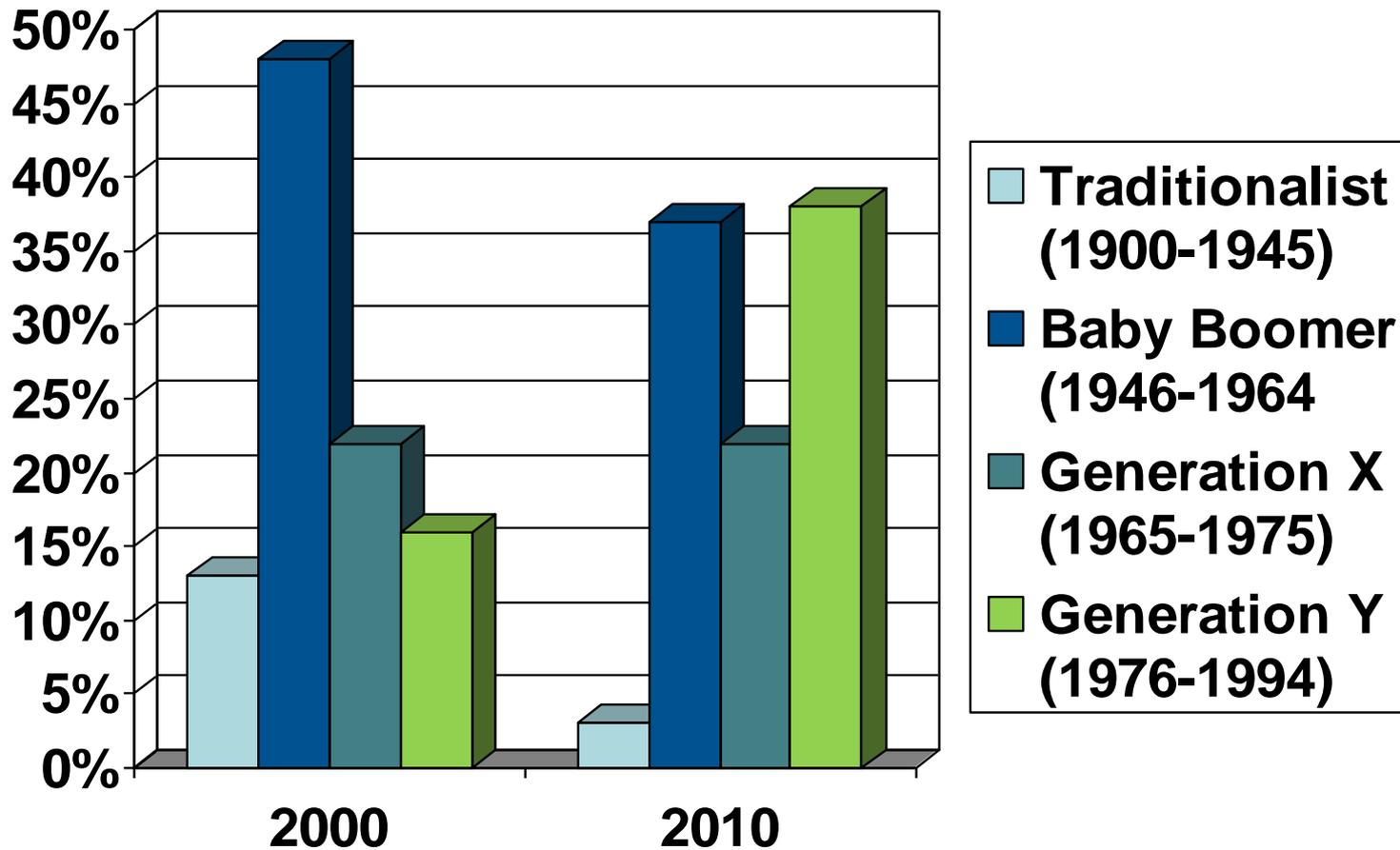
Jim Golembeski, 2005

NEW North Labor Force: Entrants and Exiters 2000-2030



Civilian Labor Force by Generation

(US Data)



Generational Differences

- **Traditionalist (1920 – 1945)**
- **Baby Boomer (1945 – 1964)**
- **Generation X (1964 – 1980)**
- **Generation Y (1980 - ?)**

Veterans

Birth years: 1920 - 1945

- This is the generation that experienced the Great Depression as children.
- They fought WWII and Korea.
- Immigrants and farmers
- They were integrated into the Industrial Age by social and economic structures.



Veteran's Qualities

- Values: Dedication, Sacrifice, Respect for Authority, Duty/Honor
- Assets: Loyal, Hard Working, Stable, Detail Oriented
- Liabilities: Resistant to Change, Conformist, Passive toward Authority

Baby Boomers

Birth Years: 1945-1964

- **This generation was born as the US emerged as a world power in the post-WWII economic boom.**
- **Appliances, television, home ownership**
- **Space exploration were new and held great promise for the future.**



Baby Boomer Qualities

- Values: Optimism, Teamwork, Personal Gratification, Work
- Assets: Driven, Service-Oriented, Relationships, Want to Please
- Liabilities: Self-Centered, Peer-Oriented, Judgmental
- Uncomfortable with Conflict, Materialistic

Generation X

Birth Years 1964 - 1980

- Grew up in turbulent, changing times.
- Divorce rates increased and made “latch-key kids” out of many.
- The Vietnam War divided the country and undermined governmental authority as did the Watergate scandal.
- The first oil crisis (1974) undermined assumptions about American prosperity.
- The Challenger blew up as students watched “the first teacher in outer space.”



Generation X Qualities

- Values: Self-Reliance, Balance, Diversity, Technoliteracy
- Assets: Independent, Adaptable, Pragmatic, Creative
- Unintimidated by Authority
- Liabilities: Cynical, Impatient, Poor People Skills

Generation Y

Birth Years: 1980 – 2001?

- Planned pregnancies, kids whose arrivals were anticipated and prepared for.
- “Soccer Moms” took the children, boys and girls, to organized sports leagues and bought them name brand equipment.
- Experienced the economic boom of the 1990s
- Have not known a world without the Internet.
- Grew up on computer games



Generation Y Qualities

- Values: Optimism, Diversity, Civic Duty, Confidence, Morality
- Assets: Social Skills, Teamwork, Multitasking, Techno-savvy
- Liabilities: Need Supervision/Structure, Inexperience, Handling Difficult People and Win/Lose Situations

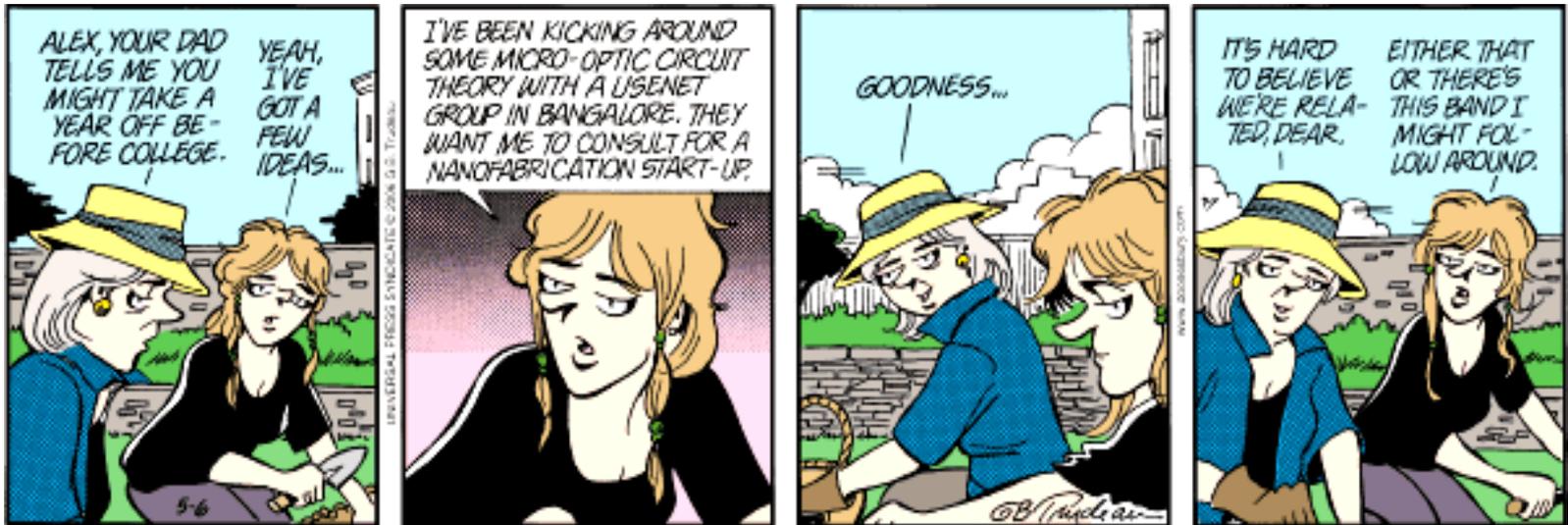
An Intergenerational Project!

Boomer: Tell me exactly how you want it done.
I will check with the union to be sure it is okay.
Is there any overtime?

Gen X: Just tell me
what you want done and
leave me alone! I'll
get it done.

Gen Y: Oh Good!
What will my team's
name be?





Traditionalist meets Gen Y



Baby Boomer meets Gen Y



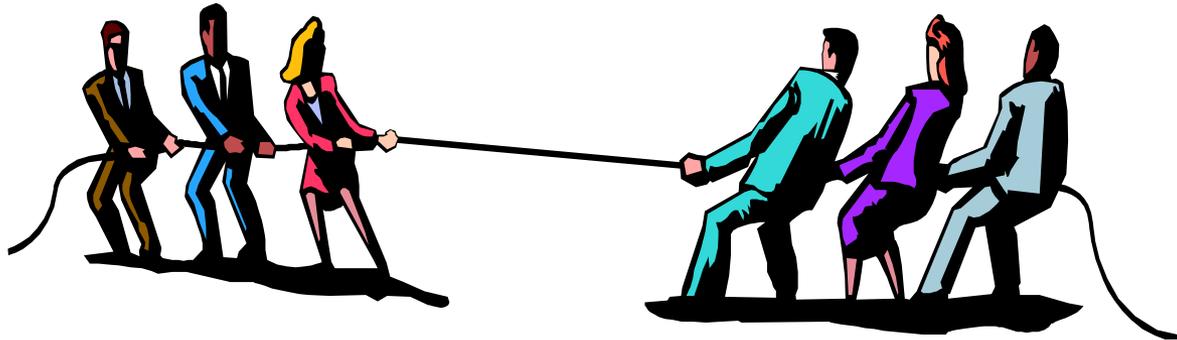
Communication



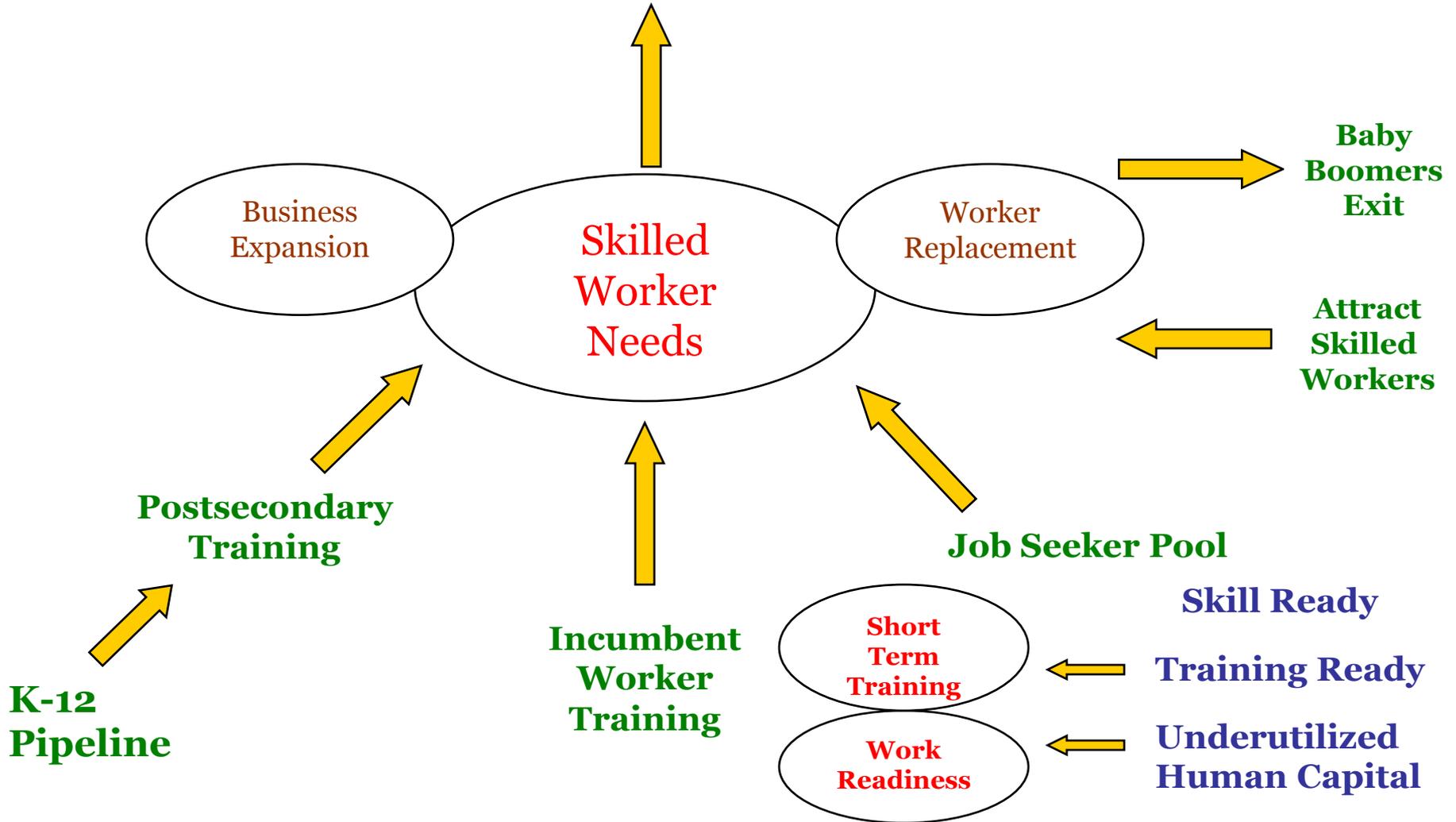
"Look at those dang fool teenagers, wearin'
their pants hangin' down low
like a coupla idiots!"

Part Four:

I am He as You Are He and You Are Me
and We Are All Together
Goo Goo Gajoob

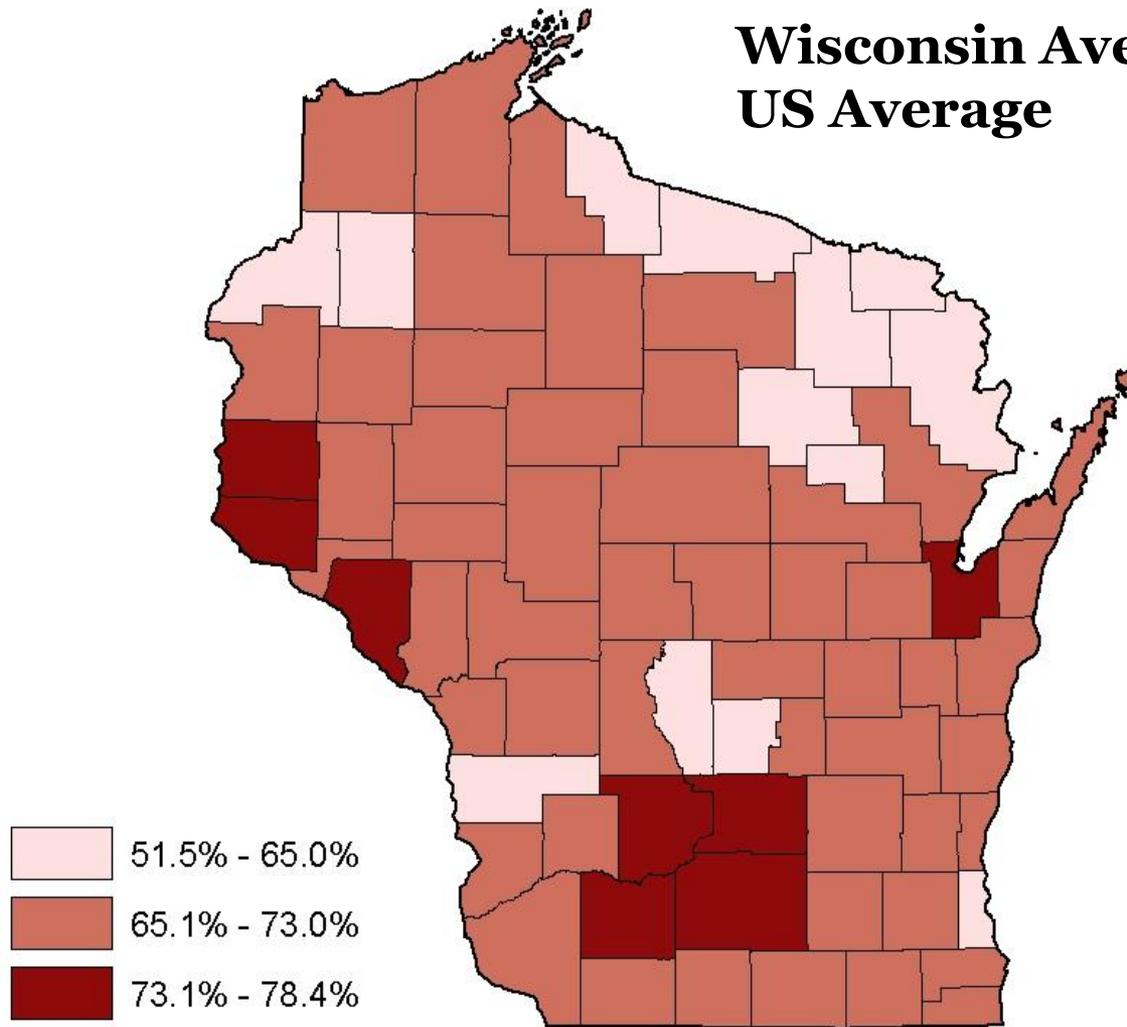


Happiness
and
Prosperity

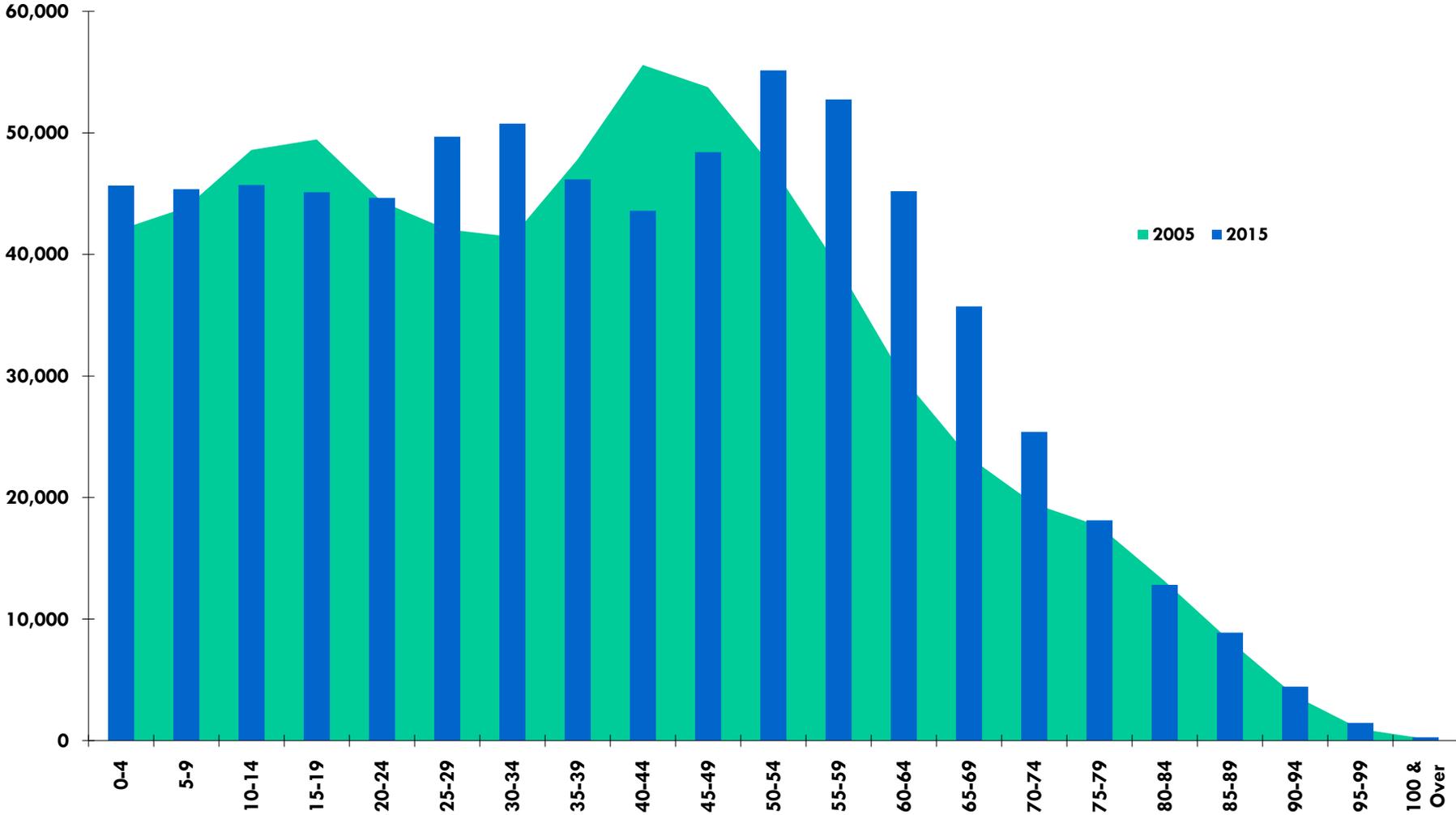


Wisconsin's Labor Force Participation Rate

Wisconsin Average 70%
US Average 66%



Population Projections by Age Cohorts for Counties in NWTC District



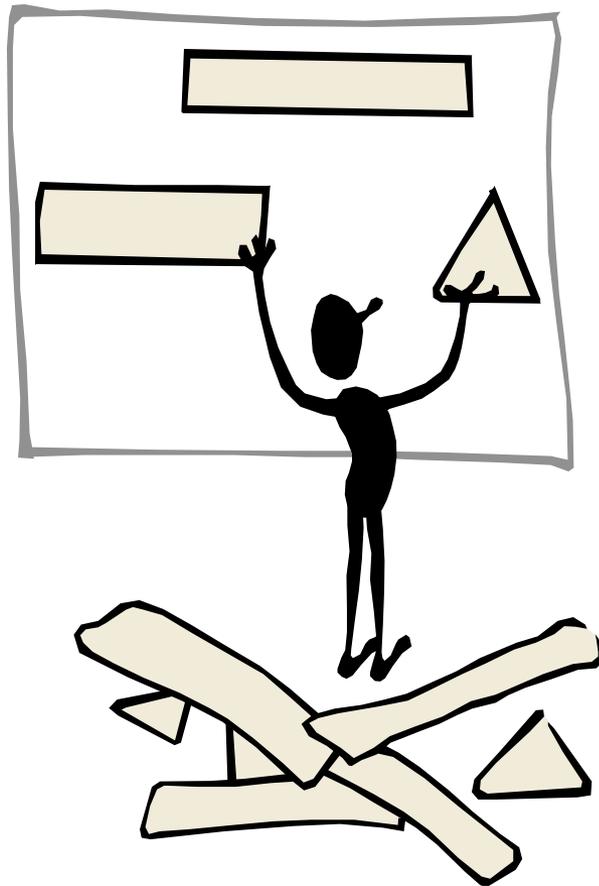


The backyard of my thirty-something stepdaughter



The “home structure” of my twenty-something stepson

Strategy One:



LEARN
and
ADAPT

A Different Intergenerational Project!

Boomer: I've been freed up to spend some extra time with our younger workers. Let me mentor you. I'll show you why we do what we do. You can show me how to make it better.

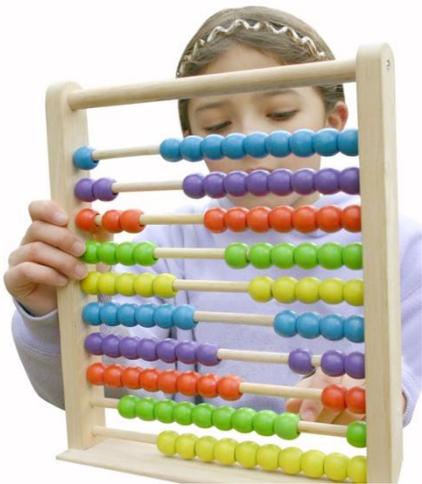
Gen X: I appreciate the flexibility to approach this job on my terms. Your coaching has taught me a lot.

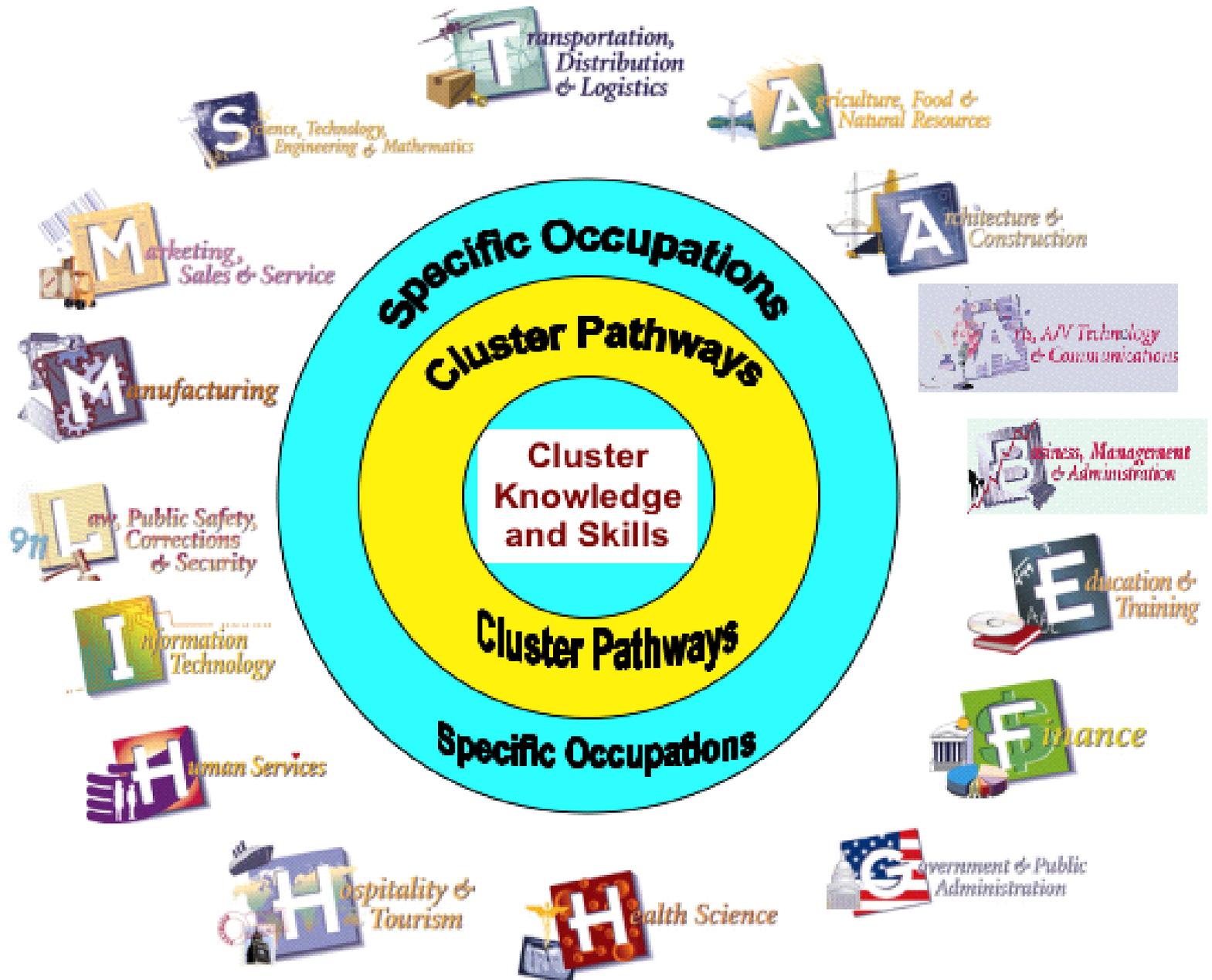
Gen Y: Thanks for making this fun and teaching me how I fit in here.



Strategy Two:

ALIGN EDUCATION and WORK
(systemic change)







Career Plan of Study

Learner Name _____

Date _____

Learner Signature _____

Advisor Signature _____

Parent/Guardian Signature (if required) _____

This plan of study should serve as a guide, along with other career planning materials, as you continue your career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. All plans should meet high school graduation requirements as well as college entrance requirements.

| | 9 th Grade | 10 th Grade | 11 th Grade | 12 th Grade | |
|-----------------------------------|---|---|--|----------------------------------|---|
| High School | English I | English II | English III | English IV | |
| | Algebra I or Geometry | Geometry or Algebra II | Algebra II or Trigonometry | Trigonometry or Pre-Calculus | |
| | Physical Science or Biology I | Biology I or Chemistry I | Chemistry, or Physics | Physics or Environmental Science | |
| | Geography/State History | World History | American History | Economics/Government | |
| | Required Courses/Electives PE, Health, Art, Foreign Language, or Computer Technology Career Electives TechConnect Manufacturing Technology Education Agriscience I | Required Courses/Electives PE, Health, Art, Foreign Language, or Computer Technology Career Electives TechConnect Manufacturing Technology Education Agriscience II | Additional High School Electives Agriculture Power & Technology Principles of Ag Technology Drafting and Design *Introduction to Engineering *Computer Integrated Manufacturing *Principles of Engineering *Engineering Design & Development | | Technology Center Electives Drafting and CAD CNC (Computer Numerical Control) Electronics Industrial Maintenance Precision Machining Plastic Manufacturing Welding |
| Post-Secondary | Technology Center | | Community College | | College/University |
| | <input type="checkbox"/> Automated Manufacturing Technology <input type="checkbox"/> Drafting and CAD <input type="checkbox"/> Electronics <input type="checkbox"/> Industrial Maintenance <input type="checkbox"/> Manufacturing Engineering Technology <input type="checkbox"/> Precision Machining <input type="checkbox"/> Plastic Manufacturing <input type="checkbox"/> Welding For more information visit www.okcareertech.org | | <input type="checkbox"/> Engineering Technology <input type="checkbox"/> Agriculture Engineering <input type="checkbox"/> Precision Production Trades <input type="checkbox"/> Manufacturing Technology <input type="checkbox"/> Pre-Engineering <input type="checkbox"/> Industrial Drafting <input type="checkbox"/> Automated Aerospace Manufacturing Technology For more information visit www.okhighered.org | | <input type="checkbox"/> Mechanical Engineering <input type="checkbox"/> Engineering Technology <input type="checkbox"/> Industrial Technology <input type="checkbox"/> Mechanical Engineering Technology For more information visit www.okhighered.org |
| Career Enhancement Options | Work-based Learning Options | | Short-Term Training Options | | |
| | Job-Shadowing: Internship/Mentorship: On-The-Job Training: | | <input type="checkbox"/> Safety Training <input type="checkbox"/> Welding I <input type="checkbox"/> Welding II <input type="checkbox"/> Precision Machining <input type="checkbox"/> Lean Manufacturing | | |
| | | | | | |

*These courses are part of the Project Lead The Way curriculum. More information is available at www.pltw.org



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|--|---|--|---|--|
| High School | English I | English II | English III | English IV |
| | Algebra I or Geometry | Geometry or Algebra II | Algebra II, Trigonometry or Statistics | Pre-Calculus, Trigonometry or Statistics |
| | Physical Science or Biology I | Biology I or Chemistry I | Chemistry, or Physics | Psychology |
| | Geography/State History | World History | American History | Economics/Government |
| | Required Courses/Electives PE, Health, Art, Foreign Language, or Computer Technology | Required Courses/Electives PE, Health, Art, Foreign Language, or Computer Technology | Additional High School Electives Hospitality Careers Orientation Food Science & Personal Nutrition Hotel/Motel Marketing Hotel/Motel Marketing Coop Hotel/Motel Marketing Management | Technology Center Electives Hospitality Careers I & II Food Services I & II |
| Career Electives Family & Consumer Science I Career Orientation | Career Electives Family & Consumer Science II | | | |
| Post-Secondary | Technology Center | | Community College | |
| | <input type="checkbox"/> Food Services I & II <input type="checkbox"/> Hospitality Careers I & II For more information visit www.okcareertech.org | | <input type="checkbox"/> Travel and Tourism Management <input type="checkbox"/> Hotel, Motel, Restaurant Management <input type="checkbox"/> Culinary Arts/Chef Training <input type="checkbox"/> Parks, Recreation & Leisure Studies For more information visit www.okhighered.org | |
| Career Enhancement Options | Work-based Learning Options | | Short-Term Training Options | |
| | Job-Shadowing: Internship/Mentorship: On-The-Job Training: | | <input type="checkbox"/> Travel – Airline Agent <input type="checkbox"/> Food Management Sanitation Certification <input type="checkbox"/> Food Services Practices <input type="checkbox"/> Cake Decorating <input type="checkbox"/> Gourmet Cooking <input type="checkbox"/> Artesian Bread Bakery <input type="checkbox"/> Conversational Spanish | |

Hospitality/Administration Management
 Restaurant and Food Service Management

 For more information visit www.okhighered.org

21st Century Workers need 21st Century Skills!

Employability/Career Development

Communication Skills

Problem Solving/Critical thinking

Information Technology

Understanding Systems

Safety, Health, Environment

Teamwork and Leadership

Ethics and Legal Responsibility

Creativity/Innovation

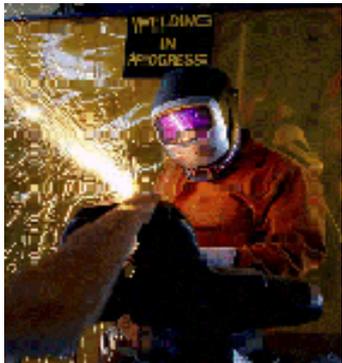
Entrepreneurism



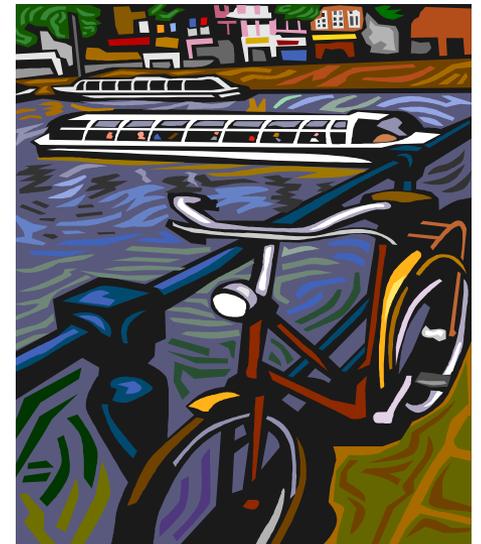


www.newmfgalliance.org

created January 2006



Strategy 3: PLACE MATTERS!





Dr. Richard Florida

The Rise of the Creative Class

**Talent
Technology
Tolerance**



Jim Golembeski, two unidentified Mongols and Ted Penn prior to the Green Bay RTP

“The Creative Class now comprises more than thirty percent of the entire workforce. The choices these people make already had a huge economic impact, and in the future they will determine how the work place is organized, what companies will prosper or go bankrupt, and even which cities will thrive or wither. “



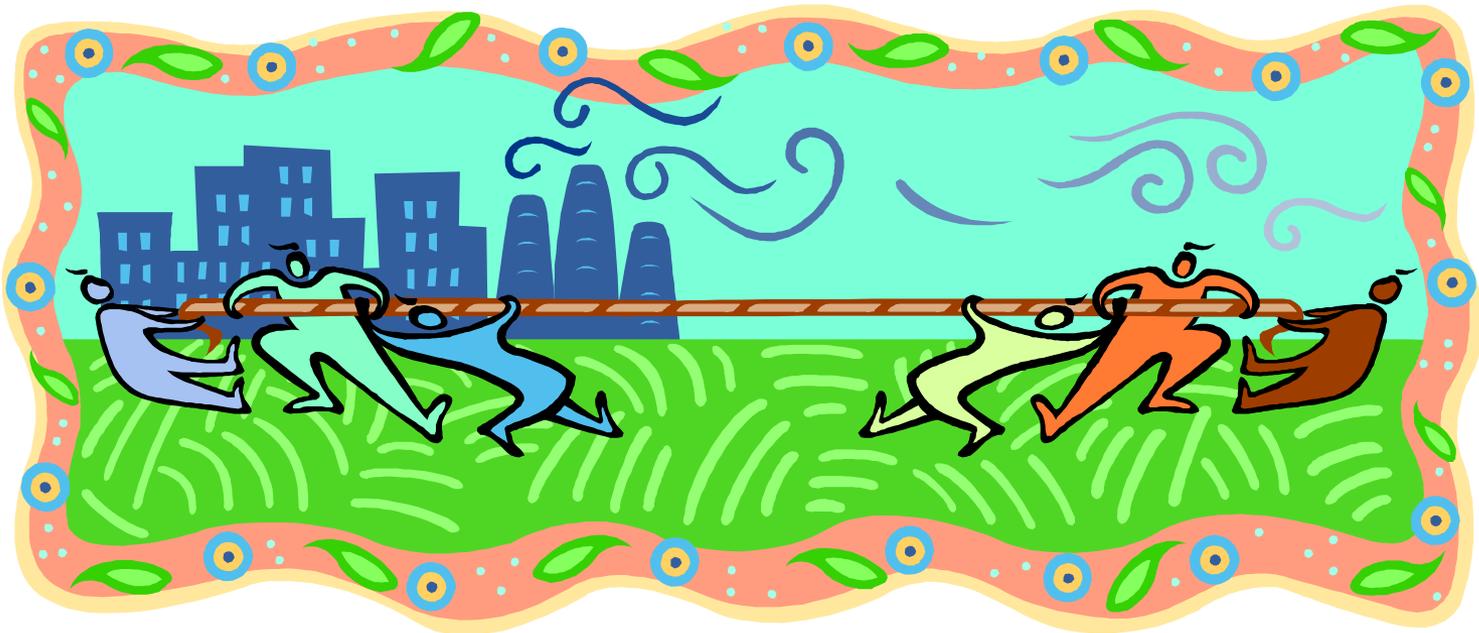
Today's economy is driven by creativity:

“We constantly revise and enhance every product, process, and activity imaginable, and fit them together in new ways.”

“I simply mean to stress that as the fundamental source of creativity, people are the critical resource of the new age.”

“Access to talented and creative people is to modern business what access to coal and iron was to steelmaking.”

“Place has become the central organizing unit of our time, taking on many of the functions that used to be played by firms and other organizations.”



“Creative people, in turn, don’t just cluster where the jobs are. They cluster in places that are centers of creativity and also where they like to live.”

“Whereas the lifestyle of the previous organizational age emphasized conformity, the new lifestyle favors individuality, self-statement, acceptance of difference and the desire for rich multidimensional experiences.”



Community is a vital component of success.

Does it have a good workforce?

Is this a good place to live, work and play?

Does it have the things talent seeks?

Does it market itself effectively?

Is it culturally and ethnically diverse?

north of what you expect



north of what you expect



NEW North created December 2005

A Shared Vision for NE Wisconsin

To be recognized as
nationally and globally competitive
for job growth
while maintaining a superior
quality of life

