

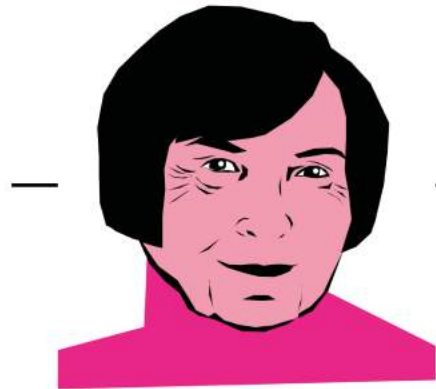
MILLENNIALS

GENERATION Y UND Z UND BILDUNG

DR. STEFFI BURKHART

9. BILDUNGSKONFERENZ 2019, 02.04.2019

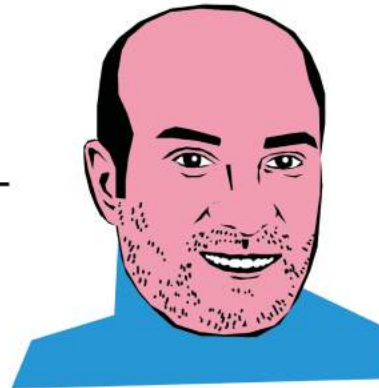
DAS 5 GENERATIONEN PHÄNOMEN



Generation
Wirtschaftswunder
(1935 - 1949)



Generation
Babyboomer
(1950-1965)



Generation
X
(1966-1980)



Generation
Y
(1981-1995)



Generation
Z
(ab 1996)



MEIN KULTUR



BERUFLICHER WERDEGANG



STEFFI

NEUE LEBENSLÄUFE

ZICKZACK

A central graphic featuring a man's face with a polka-dot shirt, surrounded by icons of a person with a backpack, a person with a stack of books, a person sitting, a person with a magnifying glass, and a person with a stack of books. The text 'ZICKZACK' is written in large red letters across the center.



Handelsblatt

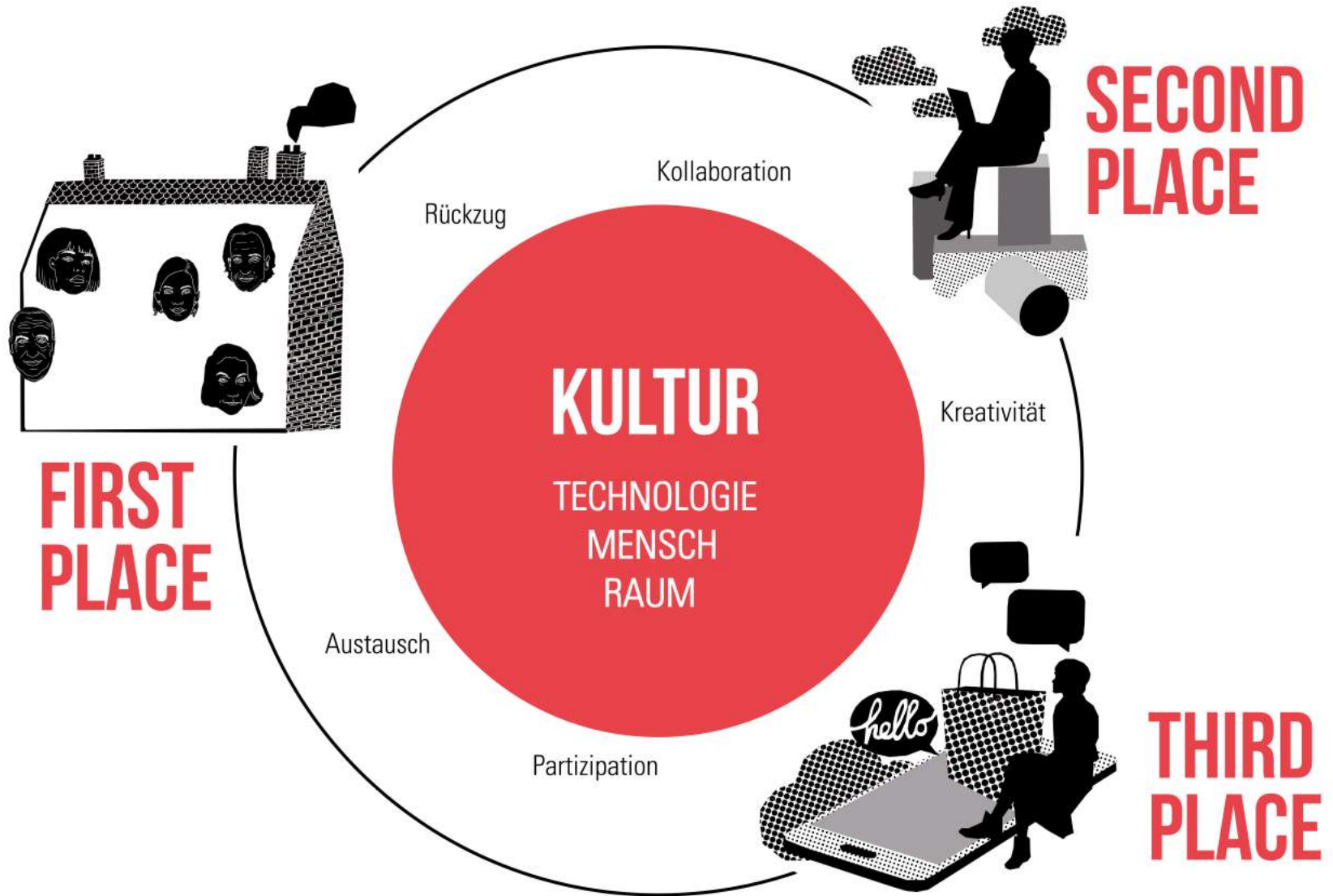


ZWEI SABBATJAHRE

Linken-Chefin Kipping schlägt staatlich bezahlte Auszeiten vom Job vor

Bis zu zwei Sabbatjahre sollen Arbeitnehmer im Berufsleben einnehmen können, fordert Kipping. In einer beschleunigten Arbeitswelt sei das nötig.

RAUM

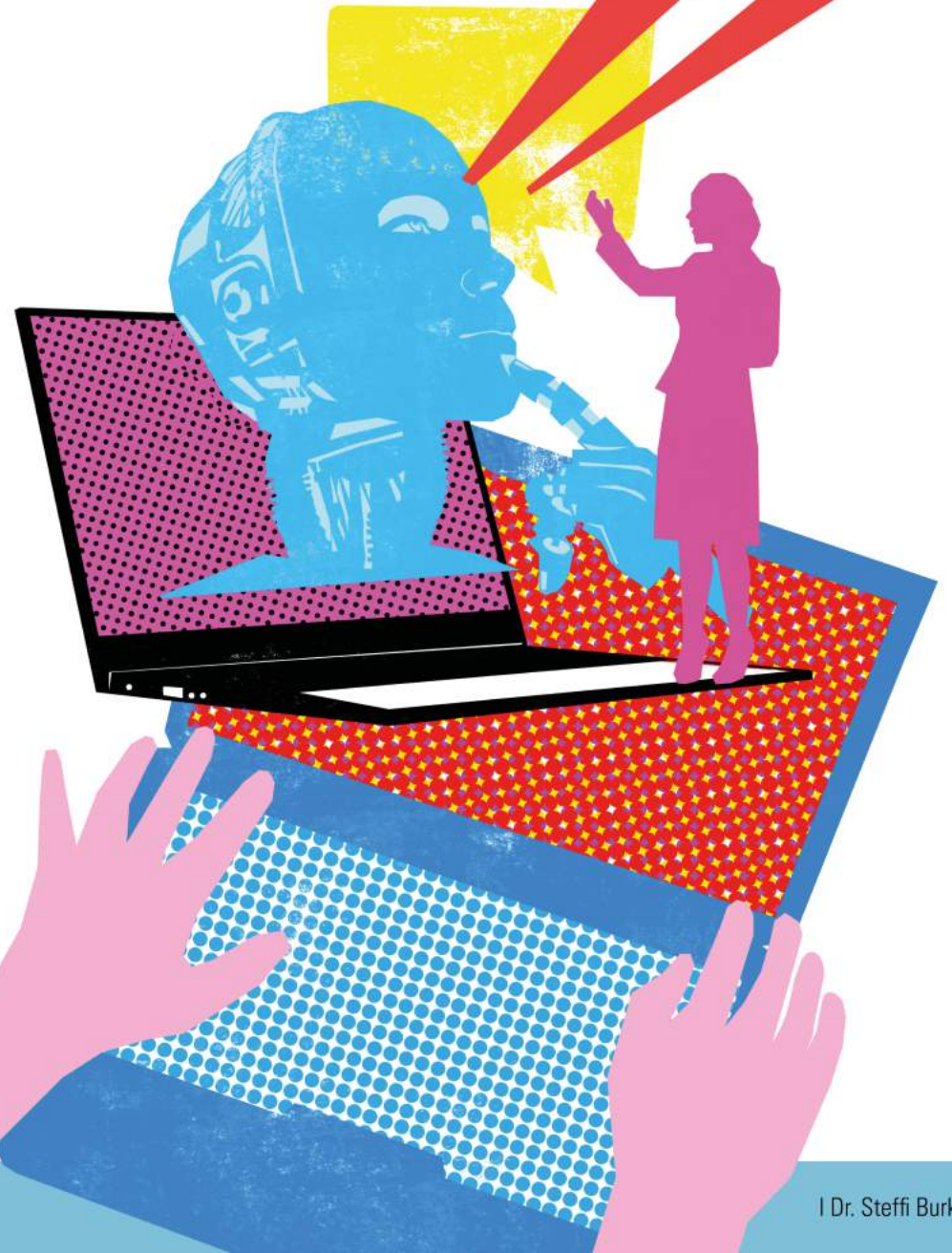


REALITÄT

V.U.K.A

BESCHLEUNIGER

V.U.K.A.



VERÄNDERUNG DER

SPIELREGELN



_ GLOBALE ZUSAMMENHÄNGE

_ ARBEITSWELT

_ SOZIALER WANDEL

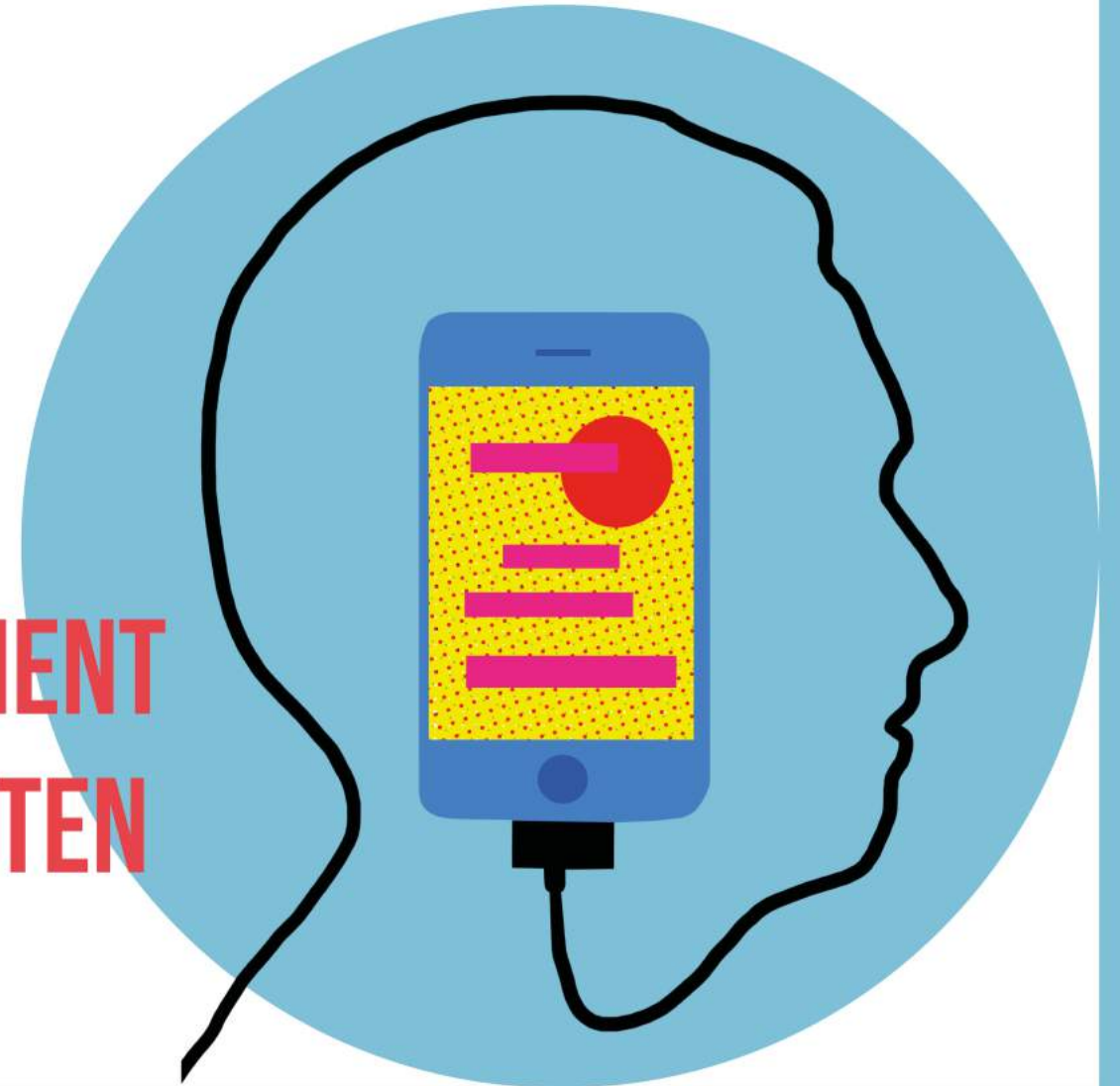
MINDSET SHIFTS

HIERARCHIE -> NETZWERK

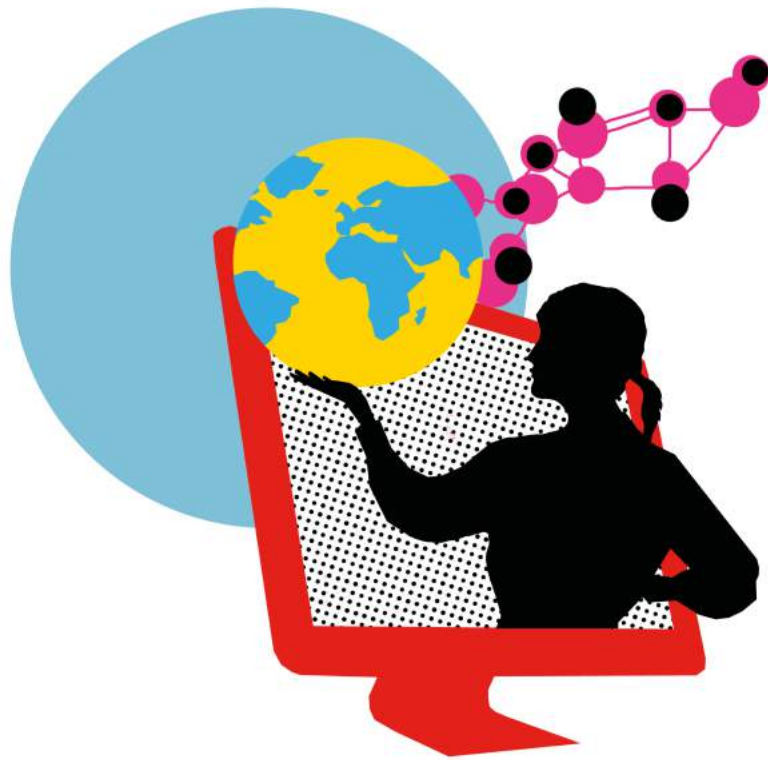
PROFIT -> PURPOSE

KONTROLLE -> EMPOWERMENT

PLANUNG -> EXPERIMENTEN



ARBEIT IM WORLD WIDE WEB



DIGITAL

- _ VIRTUELLE ARBEITSVERHÄLTNISSE
- _ ZEIT- & ORTSFLEXIBLE ARBEIT
- _ IKT-MULTITASKING

TECHNOLOGISCHER FORTSCHRITT



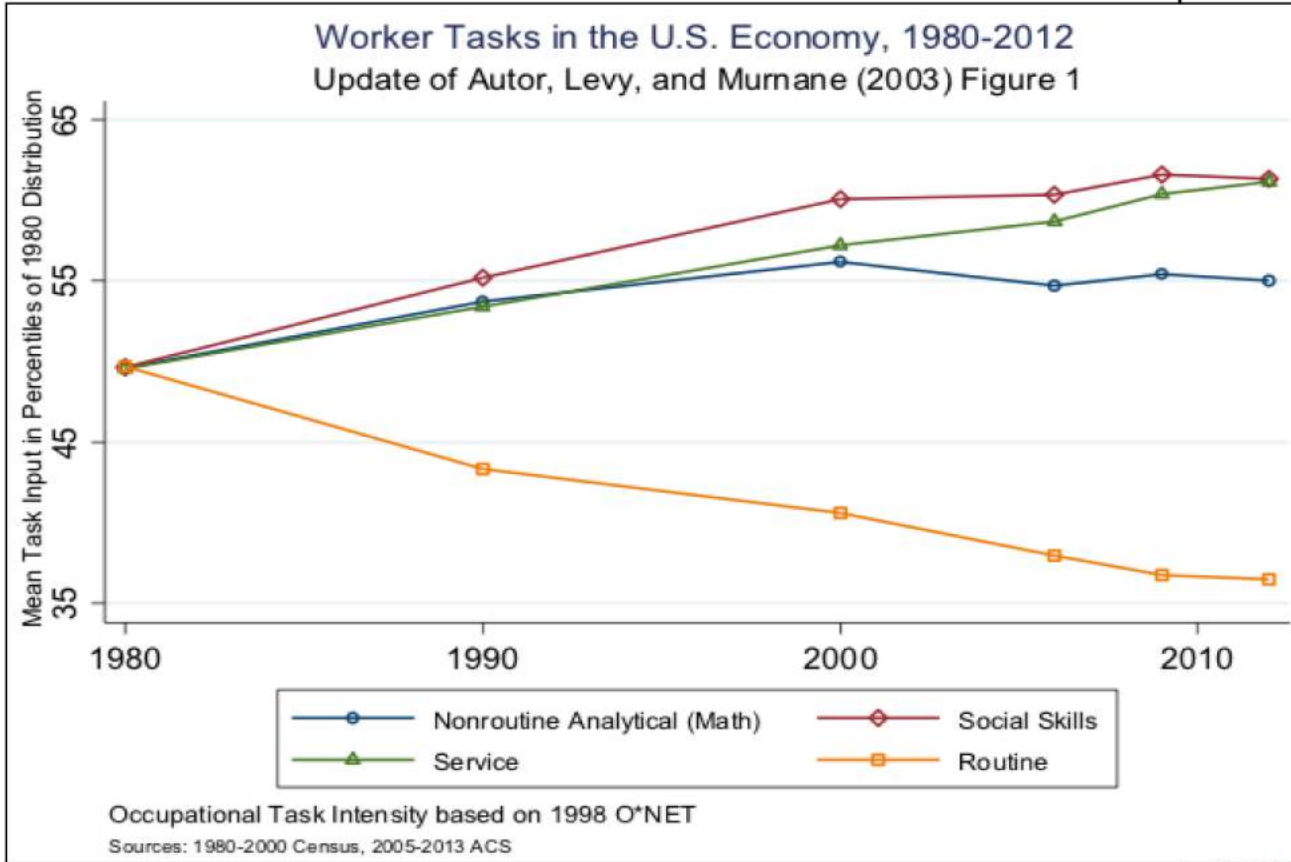
TECHNISCH

- _ REDUKTION VON ROUTINEAUFGABEN
- _ ANSPRUCH AN JOBS STEIGT
- _ JOBPROFILE VERÄNDERN SICH

**„65% DER JOBS,
IN DENEN GEN Z ARBEITEN WIRD,
EXISTIEREN HEUTE NOCH NICHT.“**

- WORLD ECONOMIC FORUM

SKILLSET SHIFT



THE GROWING IMPORTANCE OF SOCIAL SKILLS IN THE LABOR MARKET*

DAVID J. DEMING

May 24, 2017

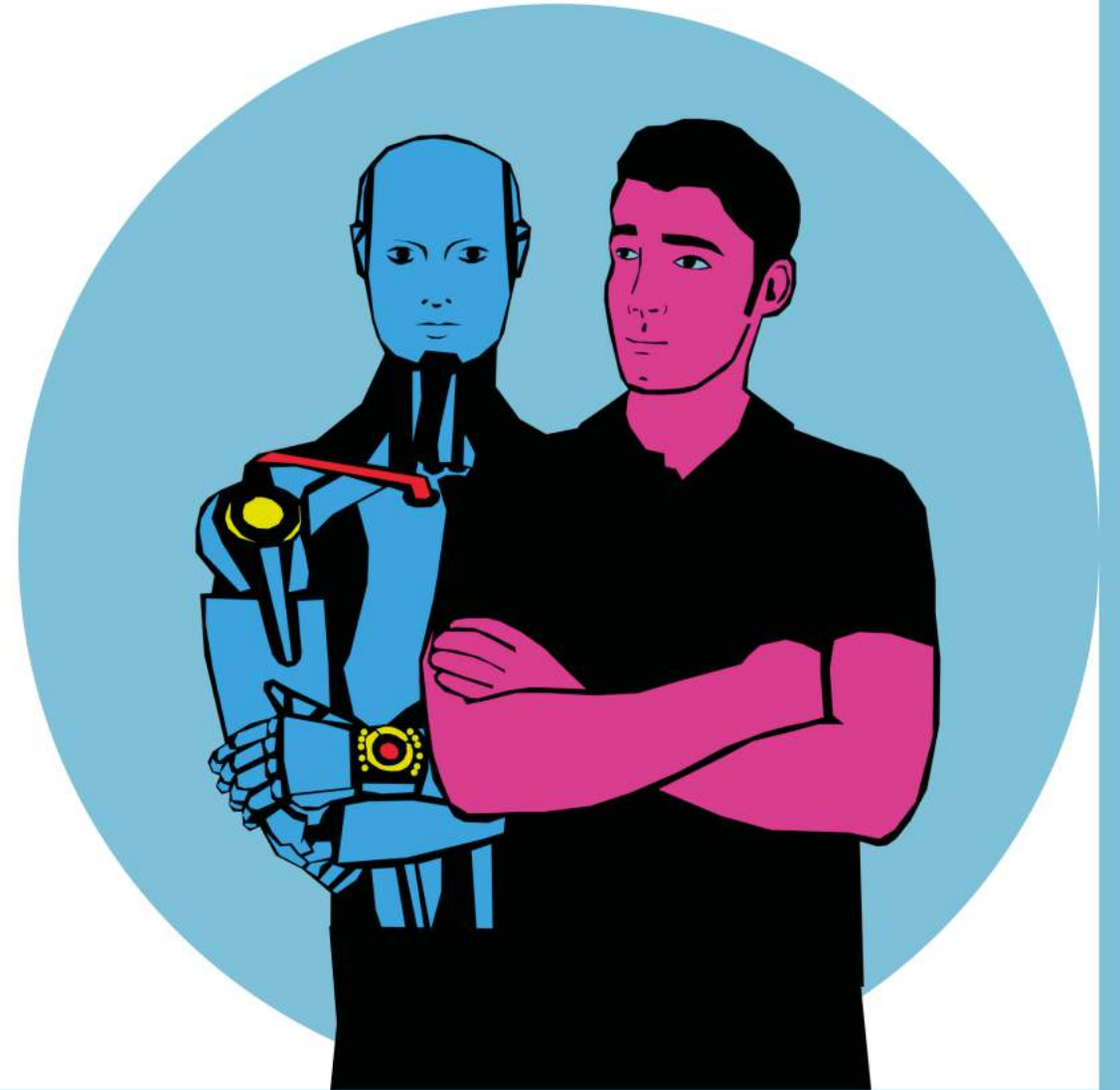
Abstract

The labor market increasingly rewards social skills. Between 1980 and 2012, jobs requiring high levels of social interaction grew by nearly 12 percentage points as a share of the U.S. labor force. Math-intensive but less social jobs - including many STEM occupations - shrank by 3.3 percentage points over the same period. Employment and wage growth was particularly strong for jobs requiring high levels of both math skill and social skill. To understand these patterns, I develop a model of team production where workers "trade tasks" to exploit their comparative advantage. In the model, social skills reduce coordination costs, allowing workers to specialize and work together more efficiently. The model generates predictions about sorting and the relative returns to skill across occupations, which I investigate using data from the NLSY79 and the NLSY97. Using a comparable set of skill measures and covariates across survey waves, I find that the labor market return to social skills was much greater in the 2000s than in the mid-1980s and 1990s. JEL Codes: I20, I24, J01, J23, J24, J31

deming@harvard.edu. Thanks to Pol Antras, David Autor, Avi Feller, Lawrence Katz, Sandy Jencks, Alan Manning, and Lowell Taylor for reading early drafts of this paper and for providing insightful feedback. Thanks to Felipe Barrera-Osorio, Amitabh Chandra, Asim Khwaja, Alan Manning, Guy Michaels, Luke Nittala, Arun Ravallion, Devah Pager, Todd Rogers, Doug Staiger, Catherine Weinberger, Marty West, and participants at PSE, ISE, CESifo, Yale, Columbia, Harvard, MIT, Michigan State, Northwestern, Princeton, University of Chicago and the NBER Education and Personnel meetings for comments. Special thanks to David Autor and Brendan Price for sharing their data and programs, and to Elaine Gelblum for excellent research assistance throughout the writing of this paper. Olivia Chiu, David Deming, and Stephen Yen also provided superb research assistance. Extra special thanks to Lisa Kahn and Curtis Walters for "trading tasks" with me. All errors are my own.

ERFOLG IN DER ZUKUNFT

**KÜNSTLICHE +
MENSCHLICHE
INTELLIGENZ**

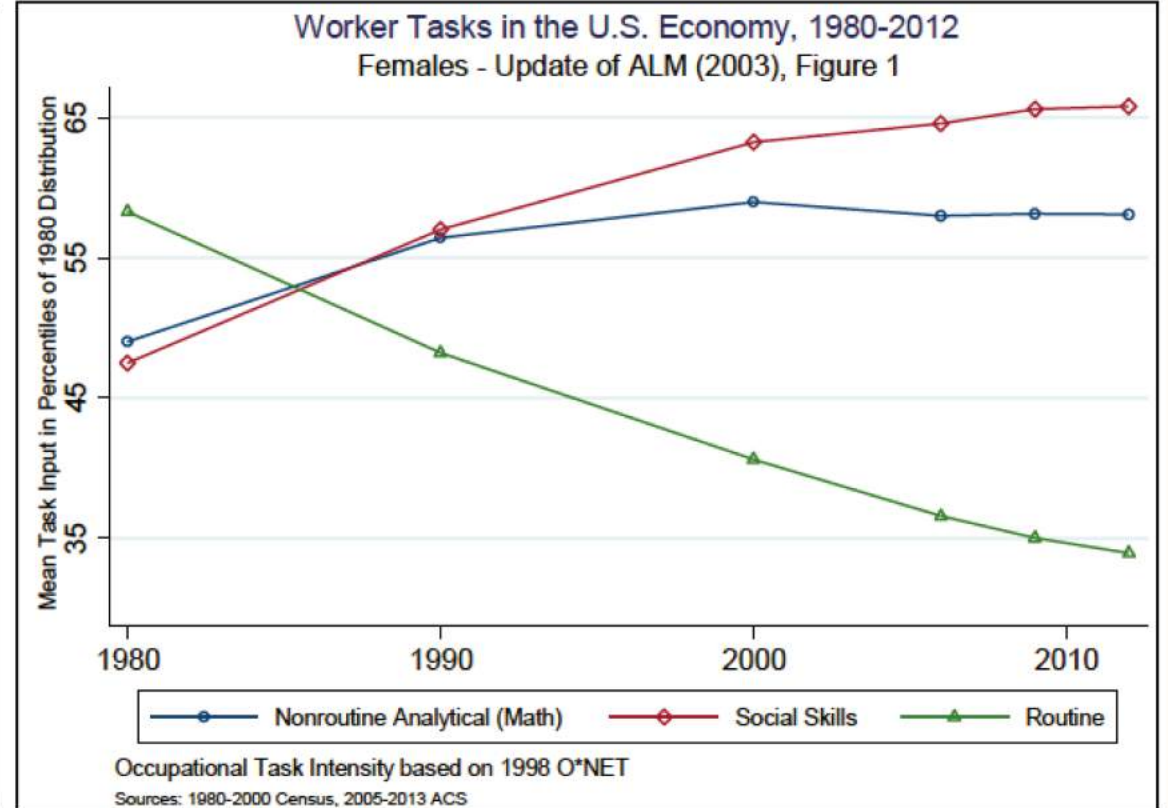
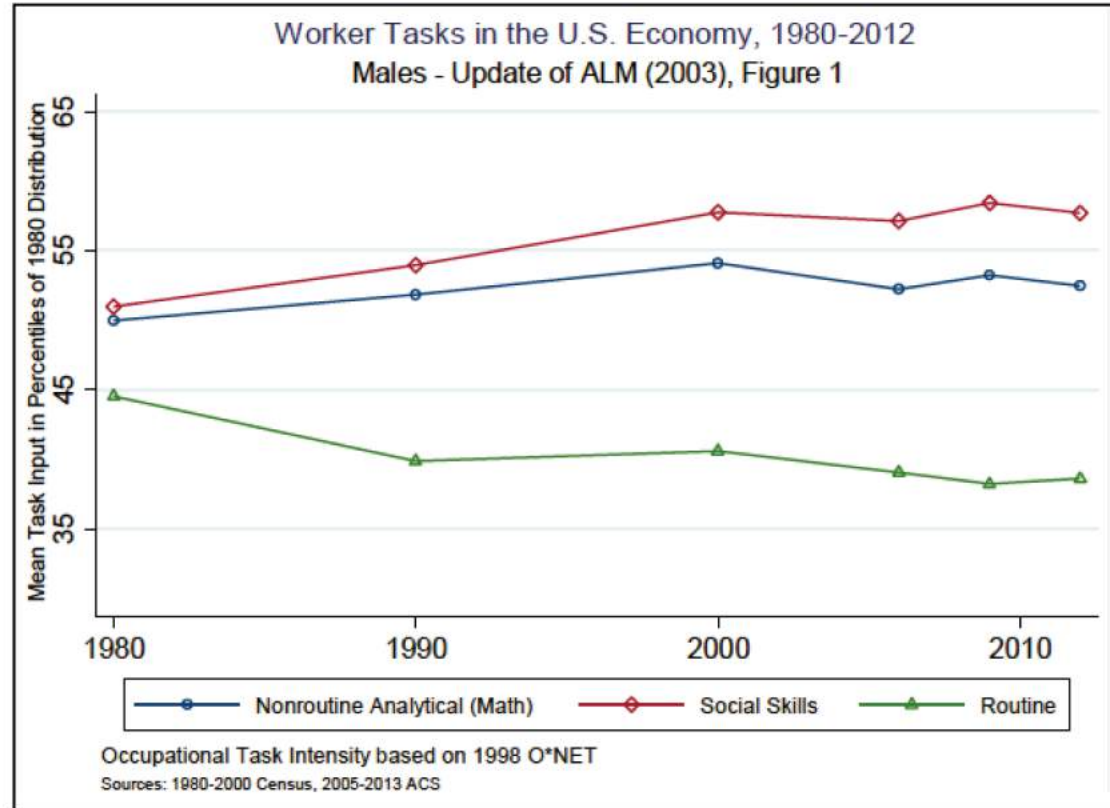


RELEVANZ DER FRAUEN

FEMINISCH

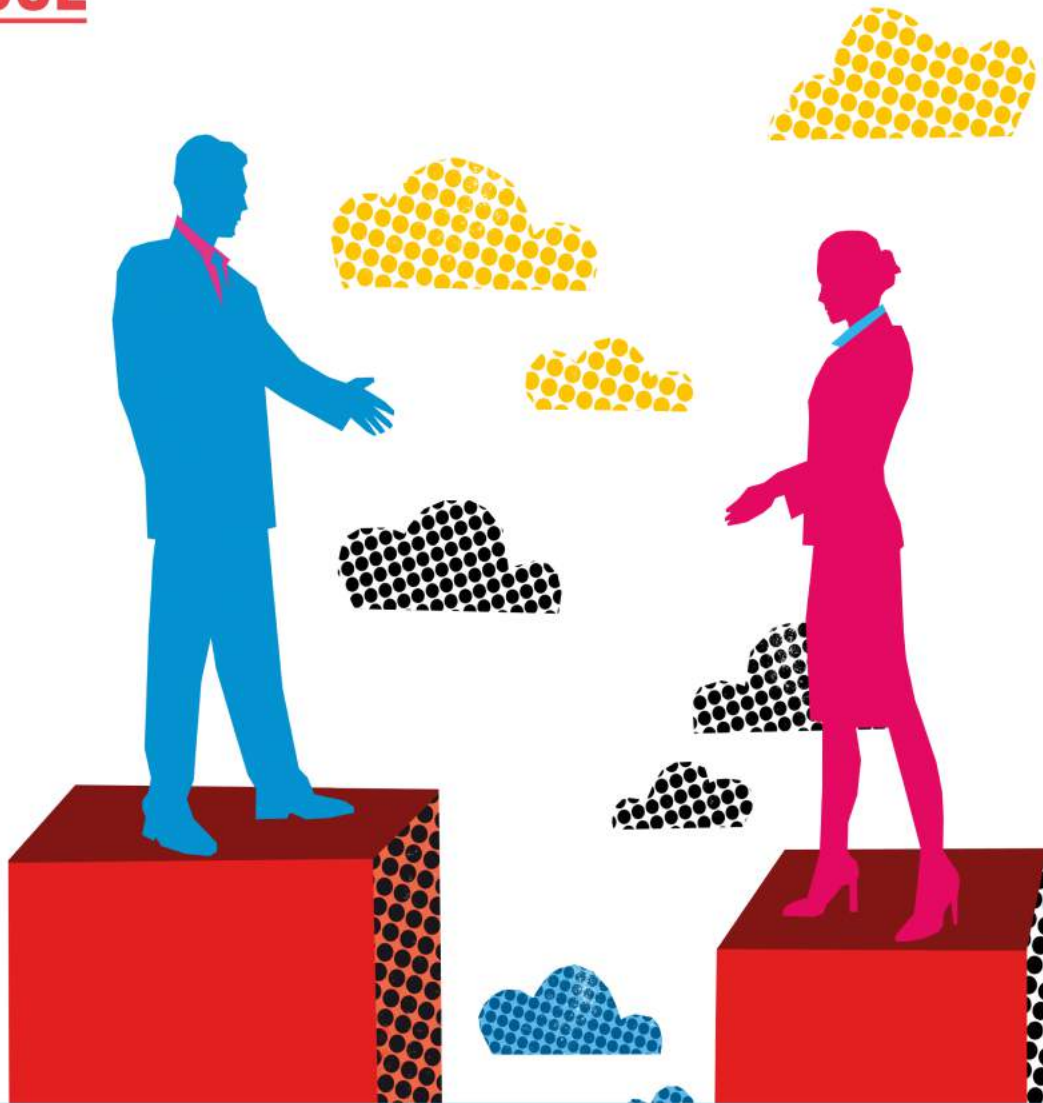


FEMALE SHIFT



David J. Deming (2015), Harvard University

TALENTPOOL



X2

SYMPHONIE ORCHESTER, 70ER JAHRE



GUTE FÜHRUNG

LEADER SHIP



Professor John Kotter

| Dr. Steffi Burkhart

MANAGEMENT VS. LEADERSHIP

MANAGEMENT-SKILLS

- _ Planung und Budgetierung
- _ Organisation und Personalbesetzung
- _ Controlling und Problemlösung

= GESCHÄFTE LEITEN

LEADERSHIP-SKILLS

- _ Richtung vorgeben und vorantreiben
- _ Motivation und Inspiration
- _ Fördern und Fordern
- _ Zusammenarbeit fördern

= MITARBEITER FÜHREN

PSYCHISCHE BELASTUNGEN

ZEITDRUCK

LEISTUNGSDRUCK

VERÄNDERUNGSDRUCK



STRESS-EMPFINDEN NACH ALTER

Digitalisierung 66-70 Jahre; 89%

Projektorientierung / Fragmentierung 66-70 Jahre; 72%

verkürzte Halbwertszeiten des Wissens 56-60 Jahre; 63%

Generationenunterschiede 56-60 Jahre; 42%

Flexibilisierung 51-55 Jahre; 57%

Work-Life-Balance 46-50 Jahre; 43%

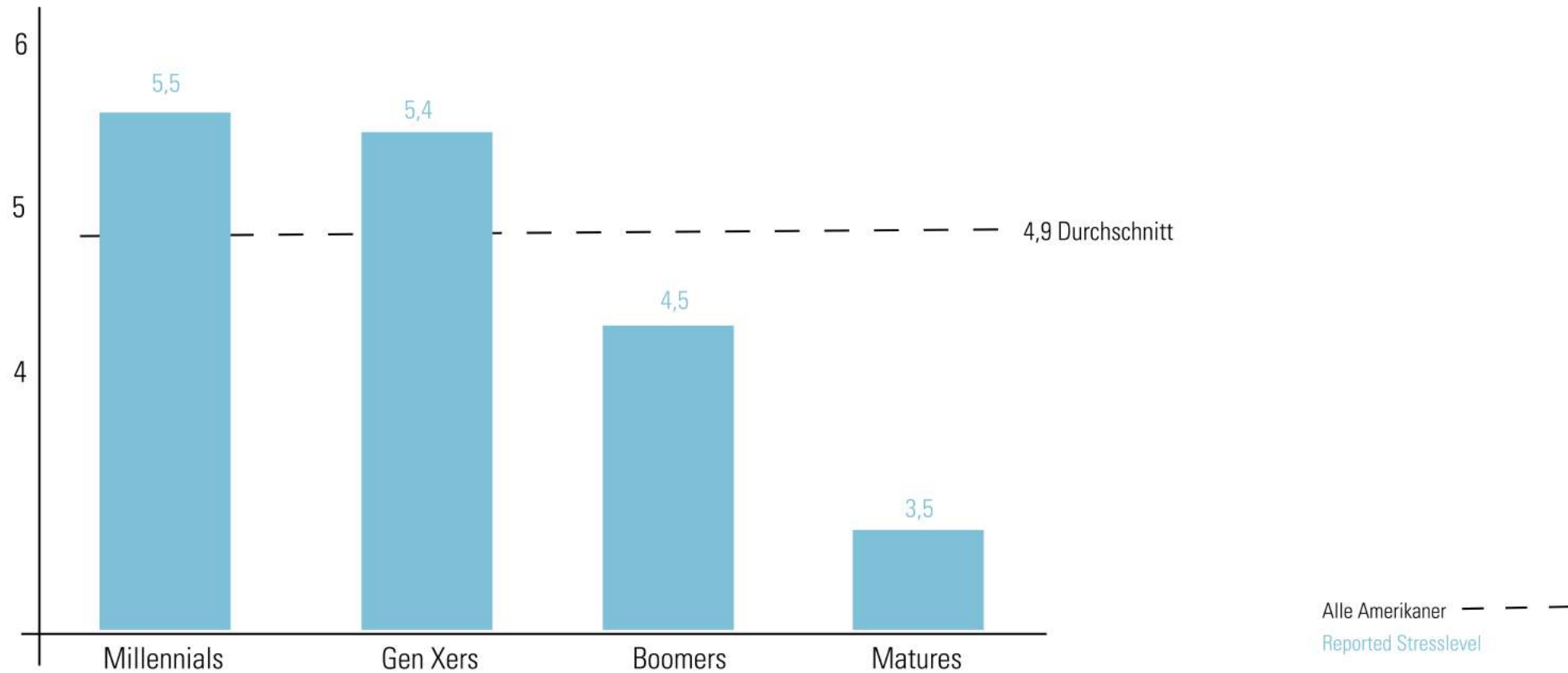
Beschleunigung 26-30 Jahre; 66%

Leistungsdruck 21-25 Jahre; 86% Generation Y

Wettbewerbs- und Innovationsdruck 21-25 Jahre; 80% Generation Z

Automatisierung 21-25 Jahre; 77%

STRESS-EMPFINDEN DER GENERATIONEN



Stress Survey - American Psychological Association (2015)

EINFLUSS AUF DEN

Z-MINDSET



SOCIAL MEDIA BUBBLE

FAKE REALITÄT



- _ SPITZE DES EISBERGES
- _ EXTRINSISCHE ANTREIBER
- _ FEAR OF MISSING OUT (FOMO)

SMARTPHONE NUTZUNG

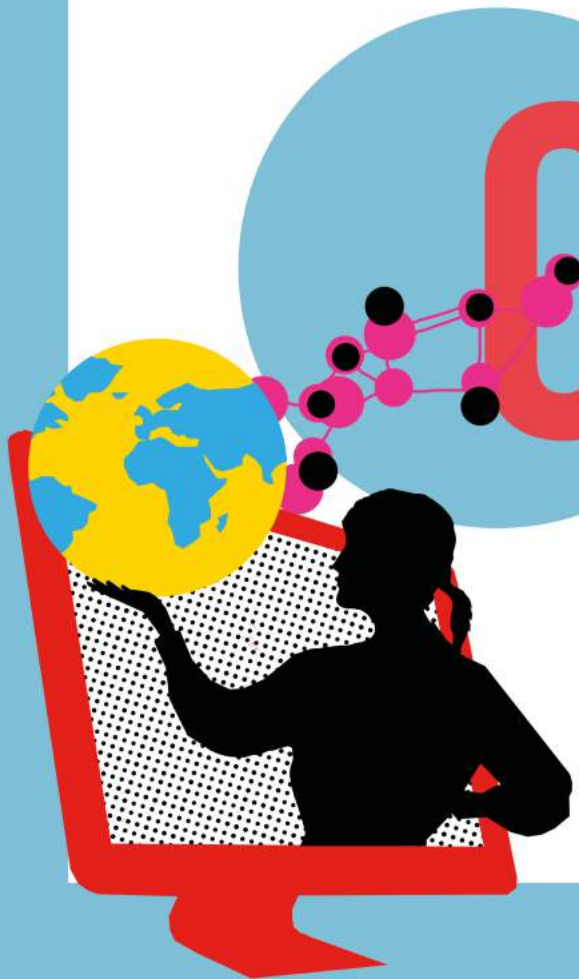
GRATIFICATION



- _ INSTANT GRATIFICATION
- _ SUCHT-MECHANISMEN
- _ GLÜCK VS. ZUFRIEDENHEIT

ERWARTUNGSHALTUNG

ON-DEMAND



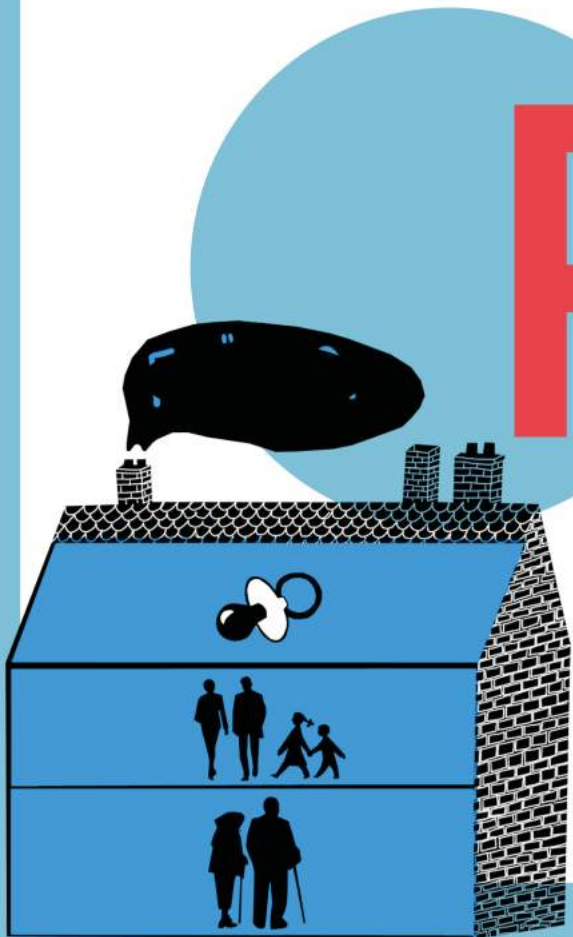
_ UNGEDULD

_ WENIG DURCHHALTEVERMÖGEN

_ SOZIALE BINDUNGSQUALITÄT BAUT AB

HELIKOPTER ELTERN

PARENTING



- _ TROPHÄEN-GENERATION
- _ ÜBERNEHMEN VERANTWORTUNG
- _ GEFORMTE GENERATION

UNIVERSELL ANWENDBARE LEBENSFÄHIGKEITEN

SOZIALE KOMPETENZ
SELBSTKOMPETENZ
KREATIVITÄT



KREATIVES DENKEN

„since 1990, even as IQ scores have risen, creativity scores have significantly decreased“



CREATIVITY RESEARCH JOURNAL, 23(4), 285-293, 2011
Copyright © Taylor & Francis Group, LLC
ISSN: 1040-0419 print/1330-0534 online
DOI: 10.1080/10400419.2011.627003



The Creativity Crisis: The Decrease in Creative Thinking Scores on the Torrance Tests of Creative Thinking

Kyung Hoo Kim

School of Education, The College of William and Mary

The *Torrance Tests of Creative Thinking* (TTCT) was developed in 1966 and renormed five times: in 1974, 1984, 1990, 1995, and 2008. The total sample for all its normative samples included 777,390 kindergarten through 17th grade students and adults. Analysis of the normative data showed that creative thinking scores remained stable or decreased, starting at sixth grade. Results also indicated that since 1990, even as IQ scores have risen, creative thinking scores have significantly decreased. The decrease for kindergarten through third grades was the most significant.

Research shows that intelligence is increasing (Ceci, 1991; Ceci & Williams, 1997; Daskers & Flynn, 2001). Based on the test norms of the Stanford-Binet and Wechsler tests, Flynn (1984) concluded IQs have increased in the United States over the decades of the test history, which is now called the Flynn effect. Flynn (2007) later concluded IQs have increased worldwide during the past century; IQs on the Raven's Matrices and on the Similarities subtest of the Wechsler Intelligence Scale for Children (WISC) have gained by about 25 points, and IQs on the WISC Arithmetic, Information, and Vocabulary subtests have gained by about 3 points. Flynn (2007) explained the increase in IQs in terms of reduced inbreeding, improved nutrition, or increased efficiency around the world.

Contemporaneous with the increase in IQs are increases in the average scores on the Scholastic Assessment Test (SAT, formerly called the Scholastic Aptitude Test). The SAT is one of the most widely used tests for making high-stakes decisions about educational opportunities, placements, and diagnoses. The SAT has traditionally been accepted as a specific aptitude measure to assess verbal and mathematical reasoning abilities, but it has a high correlation with IQ (Frey & Detterman, 2001). SAT average scores decreased in the 1980s and

1970s, and then remained stable with slight increases in the 1980s. Since the 1990s, however, the overall downward trend has been reversed (College Entrance Examination Board, 1995, 2008) and SAT average scores have increased, as IQs have increased.

CHANGES IN CREATIVE THINKING

What is creative thinking? Creativity is distinct from intelligence. Have average levels of creative thinking changed, and if so, have they changed in the same pattern as IQ? The TTCT is a good measure to use when examining changes in the potential for creative thinking over time. That is because it is widely used and psychometrically sound. The TTCT was developed by Torrance in 1966. Although the TTCT has been used primarily as an assessment for the identification of gifted children, Torrance (1966) originally intended to use it as a basis for individualizing instruction for students with any ability level. The TTCT can be administered in either an individual or group testing environment from the level of kindergarten through adulthood. When predicting creative achievement, Kim (2008a) found scores on the TTCT predict ($r = .33$) creative achievement better than other measures of creative or divergent thinking. The TTCT is utilized extensively in both the educational field and the corporate world, and it is more widely used and referenced than other measures of creative or divergent thinking. The TTCT has been translated into over 35 languages (Miller, 2002) and it is utilized worldwide.

I thank Scholastic Testing Service, Inc., for providing access to the raw data sets and for their assistance in clarifying their data.
Correspondence should be sent to: Kyung Hoo Kim, School of Education, The College of William and Mary, 301 Merrimack Avenue, Williamsburg, VA 23187. E-mail: kkim@com

RESILIENZ STÄRKEN

GROWTH MINDSET

Professor Carol S. Dweck, Stanford University

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DOI: 10.1080/00461520.2012.722805

 Routledge
Taylor & Francis Group

Mindsets That Promote Resilience: When Students Believe That Personal Characteristics Can Be Developed

David Scott Yeager
*Department of Psychology
University of Texas at Austin*

Carol S. Dweck
*Department of Psychology
Stanford University*

Because challenges are ubiquitous, resilience is essential for success in school and in life. In this article we review research demonstrating the impact of students' mindsets on their resilience in the face of academic and social challenges. We show that students who believe (or are taught) that intellectual abilities are qualities that can be developed (as opposed to qualities that are fixed) tend to show higher achievement across challenging school transitions and greater course completion rates in challenging math courses. New research also shows that believing (or being taught) that social attributes can be developed can lower adolescents' aggression and stress in response to peer victimization or exclusion, and result in enhanced school performance. We conclude by discussing why psychological interventions that change students' mindsets are effective and what educators can do to foster these mindsets and create resilience in educational settings.

When students struggle with their schoolwork, what determines whether they give up or embrace the obstacle and work to overcome it? And when students feel excluded or victimized by peers, what determines whether they seek revenge through aggression or seek more productive solutions? Resilience—or whether students respond positively to challenges—is crucial for success in school and in life. Yet what causes it? And what can be done to increase it?

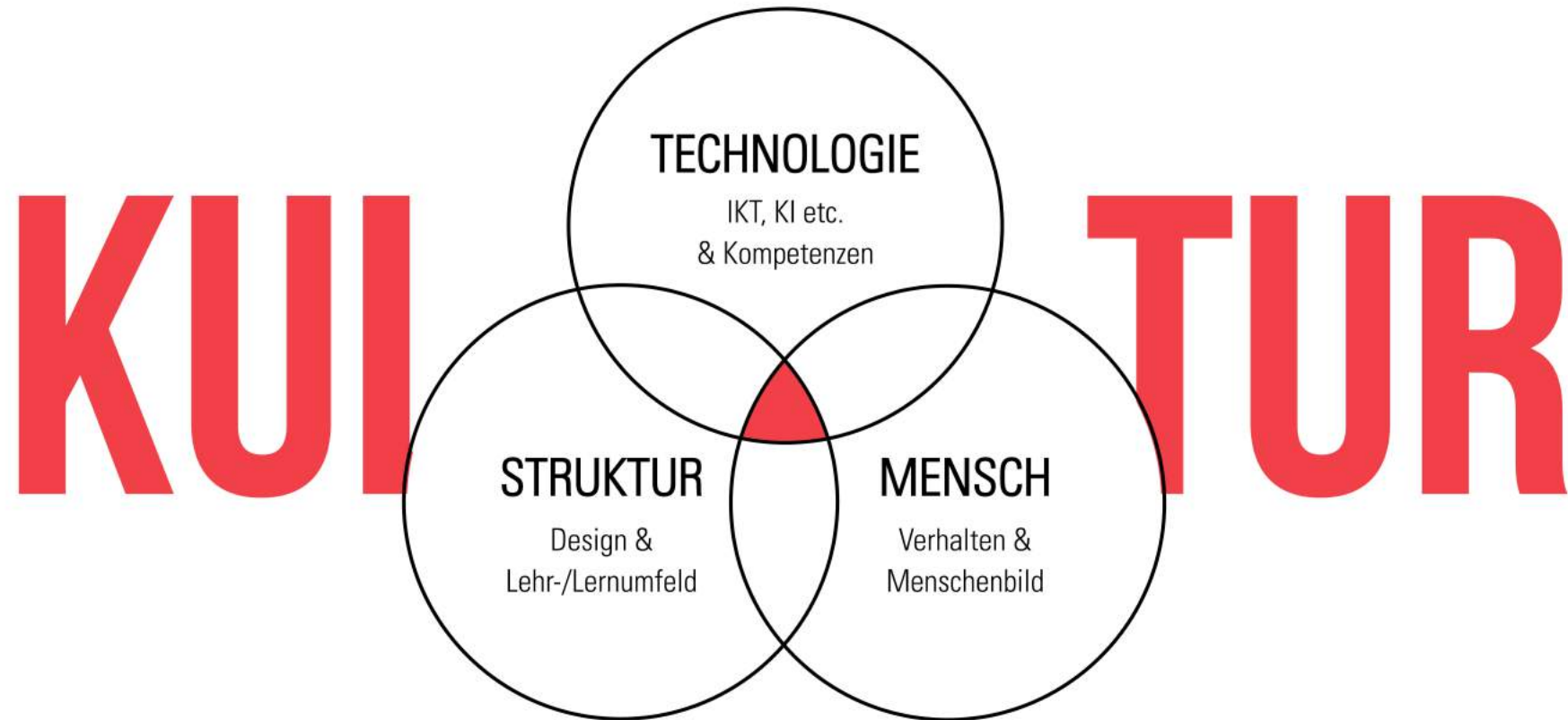
In this article we demonstrate the impact of students' mindsets—or *implicit theories* about the malleability of human characteristics—on their academic and social resilience (Dweck, 2006; Dweck, Chiu, & Hong, 1995). We show how mindsets can contribute to two of the most important issues currently facing educators: (a) *academic underachievement* and (b) the impact of *peer exclusion and victimization*. Each of these problems is of great concern, yet each has been frustratingly difficult to address. For example, many of the large-scale interventions evaluated by the Institute of

Education Sciences in recent years have failed to produce significant gains in achievement beyond the treatment period (e.g., Garet et al., 2010; Glazer et al., 2010; James-Burdumy et al., 2010; Somers et al., 2010). Similarly, although whole-school antibullying interventions consistently reduce aggression among elementary school students, among adolescents even large, well-implemented interventions frequently have no effect (Karna et al., 2011; Silvia et al., 2011). Those programs may have taught important skills or provided key resources. Yet we show that attention must also be paid to the psychology underlying adolescents' resilient responses to academic and social challenges.

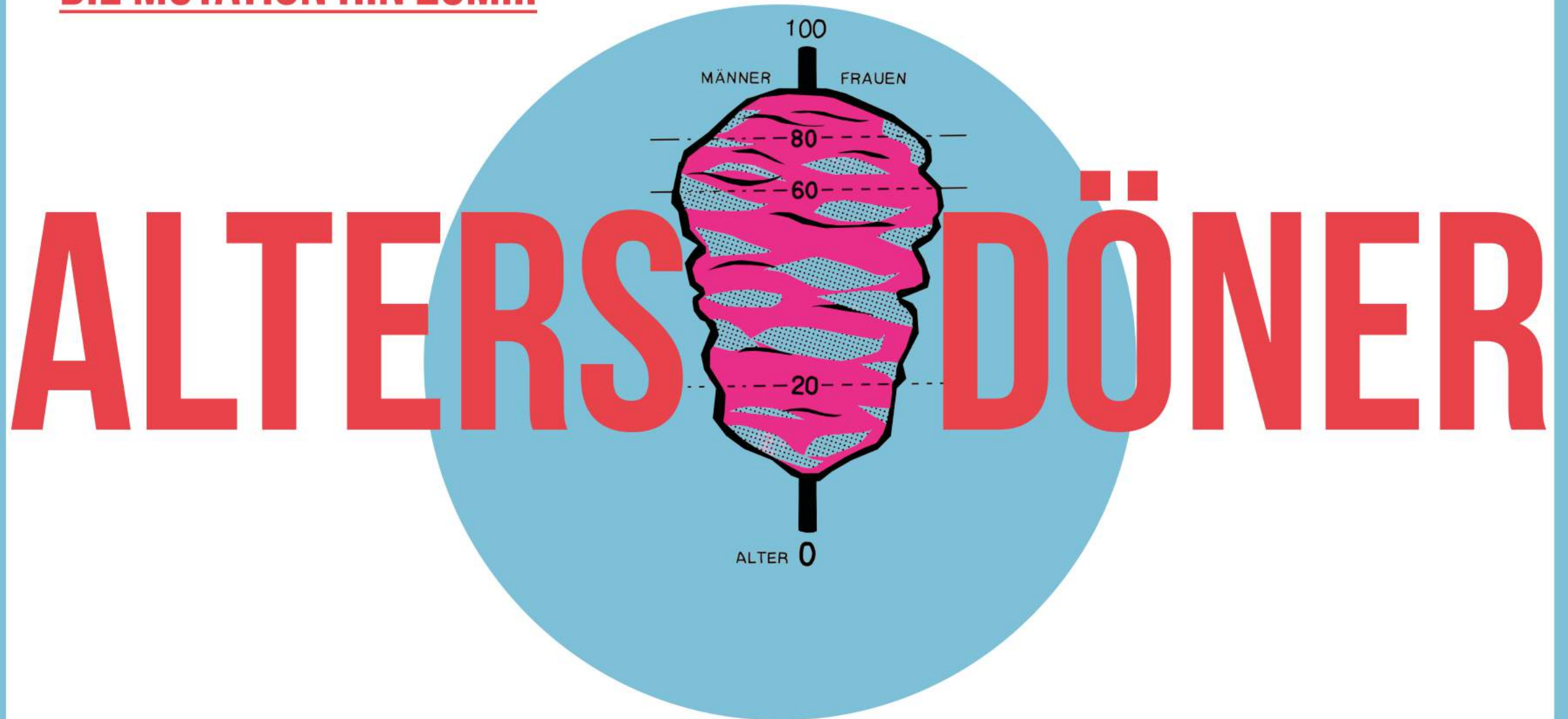
Prominent in this underlying psychology are students' implicit theories (Dweck, 2006; Dweck et al., 1995). For example, our research shows how the theory that intelligence is fixed and unchangeable can lead students to interpret academic challenges as a sign that they may lack intelligence—that they may be “dumb” or might be seen as “dumb.” As we demonstrate, this way of thinking compromises resilience in academic settings, even among high-achieving students (Blackwell, Trzesniewski, & Dweck, 2007; Hong, Chiu, Dweck, Lin, & Wan, 1999; Nussbaum

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KULTURWANDEL



DIE MUTATION HIN ZUM...





**MUT,
IMAGINÄRE
HANDLÄUFE
ZU VERLASSEN.**

THE END.

VIELEN DANK FÜR IHRE AUFMERKSAMKEIT!

www.steffiburkhart.de