Abstract

Purpose
The purpose of this paper is to explore the concept of generational difference and reflect on how this might impact on organisational approaches to graduate development.

Design/methodology/approach
The paper explores the characteristics of Generation Y graduates and the implications of their entry into the workplace for organisations' graduate learning and development programmes, drawing on academic and popular literature and the organisational experience of one major employer of young people.

Findings
This paper presents a profile of Generation Y and suggests that the learning styles and expectations of this group are very different from earlier generations. Using its experiences of employing Generation Y the case study organisation suggests future graduate development schemes need to utilise the latest technology to deliver audio-visual, multi-tasking challenges which require a collaborative approach, offer instant feedback whilst at the same time recognising that its participants may not see the need for or indeed take responsibility for their own development or its perceived failings.

Research limitations/implications
The paper suggests that further in-depth research into Generation Y and organisational graduate development schemes is necessary to determine how far such schemes are meeting expectations.

Practical implications
Employers of graduates need to evaluate the effectiveness of their programmes.

Originality/value
The main contribution of this paper is to highlight how employers, and particularly graduate development managers, need to re-examine their graduate development schemes to ensure they are not only meeting the needs and expectations of the organisation but also the individuals for whom they are designed.

Keywords
Graduates, Individual development, Age groups, Human resource management, Training evaluation

Citation

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Teaching millennials: effective tips for understanding and engaging a new generation of students based on research data. They are sure to help you out. Student learning outcomes are more powerful with this generation. Getting students to achieve learning outcomes is still the greatest challenge for teachers. Millennials are empowered. Job rotations and overseas training sessions also keep Gen Y recruits engaged. “Some of our graduate programmes have a rotation element, which they didn’t have in the past,” says Mr Isherwood. “With some of our tax and corporate finance people, instead of staying in one area until they qualify, they’ll do six months in specific areas. However, while the demands young recruits place on their employers may present new challenges, they also bring with them new skills, particularly when it comes to the ease with which they use technology. Such skills are valuable to companies as their increasingly global operations require a growing amount of virtual teamwork using web-based communications channel and videoconferencing technology. A new set of Graduate Trainees commence their entry-level development programme today Wednesday, August 14 at the state of the art Ecobank Nigeria Academy. The first set of 67 Trainees will graduate at the end of the month and will be absorbed into different roles in the Bank. According to the Head, Human Resources, Ecobank Nigeria, Gloria Byamugisha, the first set of Trainees at the Academy demonstrated a high level of commitment and orientation towards the banking profession, noting that the training is essentially to improve the financial literacy of participants who may be coming from other disciplines, or who may have non-financial and banking related academic backgrounds. We investigated the individual factors and institutional contexts that predict faculty members’ likelihood of engaging undergraduates in their research projects. Using data from the Higher Education Research Institute’s 2007–2008 Faculty Survey, we employ hierarchical generalized linear modeling to analyze data from 4,832 science, technology, engineering, and mathematics (STEM) faculty across 194 institutions to examine how organizational citizenship behavior theory. Keywords Undergraduate research experience Á STEM faculty Á Mentorship Á Hierarchical generalized linear modeling Á Organizational climate. Introduction. Students who initially enter college with the intention of majoring in science, technology