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A study on leadership and the millennials: Transforming today's technological teens into tomorrow's leaders

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Abstract
This paper will explore a number of profiling issues presented by the millennial generation, the nature of their challenges in learning, and the concomitant challenges in current teaching and assessment efforts. Significant implications for the future will be discussed, such as strategies for a classroom setting, listening to today's students and constantly updating our teaching methodologies. Although older and younger generations unfailingly tend to disagree on values and are inclined to perceive one another with a degree of skepticism and disapproval, it is an unmistakable reality that because of technology today's youth are approaching life differently than previous generations. It is also clear that today's Millennials are tomorrow's leaders. How then do we help facilitate the leadership capacity of today's youth? This paper documents a year-long research study of university students' perceptions of the factors that characterize effective teaching and learning, in general, and more specifically, leadership education. The data suggests that traditional approaches to teaching will likely be met with resistance. A study on leadership education model for the Millennials detailing the purposes and content, along with strategies for teaching and learning is presented.

Keywords: Leadership, Technology, Millennials, Teaching, Learning

Introduction
The Millennial Generation is most commonly described as the cohort born between the years 1980 and 2000. Neil Howe and William Strauss in their book, Millennials Rising: The Next Great Generation (2000), identify such key elements of Millennials´ behavioral traits as:
- Special
- Sheltered
- Confident
- Team-Oriented
- Conventional
- Pressured
- Achieving

As Millennials struggle to find their place in society, these traits serve as a guide to identify certain behaviors. They are also important because when profiling generational cohorts, several overlapping processes help to contextualize their development. Scott Keeler and Paul Taylor discuss these in, The Millennials, (2009). The Life Cycle Effect is described as the biological impact of aging and the roles people play as they age, typically producing changes in attitudes and social behavior. In short, young people may be different from older people today, but they may well be more like them tomorrow as a result of the aging process. In contrast, the Cohort Effect is the byproduct of the unique historical circumstances that members of an age cohort experience during adolescence and young adulthood. The awareness of the wider world deepens and personal identities and value systems become strongly shaped. The unique nature of the times is imprinted on each successive age cohort, producing differences that persist even as cohorts mature and move through the life cycle. Period Effects also contribute to the maturation process. These include the generational influence of major events like wars, social movements, and scientific and technological breakthroughs. While Period Effects have a simultaneous impact on all age. cohorts, their impact is often greatest on young people because their values and habits may be relatively

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less established. It is no wonder that the values of the 21st century are shifting, given the influence of internet technology like social and mobile media, which are having a profound effect on the way Millennials perceive living, learning, and working. What does a typical profile of the Millennial look like? According to surveys done by Pew Research Center, Marsha Fralick (2010) presents the following overview: Members of the New Millennial Generation see their generation as unique of this group, 54% have tattoos; hair dyed an unnatural color, or a body piercing other than their ear lobe. Their top goals are fame and fortune. They are more likely to admire an entertainer than a politician. This generation was born with technology in the home and uses it daily. Each day 50% send a text message, 29% use instant messaging, and 39% use Facebook. This generation uses technology to maintain contact with family and friends. Every day 42% talk to a parent by phone. They are still financially connected to their parents with 75% saying that parents helped them financially in the past year. 87% say that technology makes them lazier. 75% believe technology makes people more isolated. 67% think it makes people waste time.

In short, Millennials are engaged, empowered, and entitled. They are the most diverse generation in the history of the developed world, marked by social awareness and who seek to change the world. As a generation marked by a mix of ambition and practicality with a solid underpinning of values, they will surpass previous generations in influence, spending power, and wealth, if, for no other reason, by virtue of their size and value. (asterixgroup.com 2012). Historically, they represent a unique combination of traits from all previously studied cohorts.

Millennial Students

How does this profile translate into depicting a typical millennial student? 2 In their new book, Academically Adrift, Limited Learning on College Campuses, Richard Arum, a professor of sociology and education at New York University and Josipa Roska, a professor of sociology at the University of Virginia, discuss their findings after studying 2,300 students at two dozen universities. One major conclusion is that 45 percent of participants demonstrated no significant gains in critical thinking, analytical reasoning, and written communications during the first two years of college. Of course, this finding invites speculation as to what transpired in the students´ final two years of study. Arum and Roska (2011) found that students sampled don't study much. Fifty two percent reported studying two hours or less per week. As reported by Arum and Roska, many are thought to be unrepentant slackers, tied to their cell phones and FaceBook pages or on their way to another party. Thirty-two percent did not take any courses with more than 40 pages of reading per week in a typical semester. More than 50 percent did not take a single course in which they wrote more than 20 pages over the course of the semester. Michael Mascolo, a professor of psychology at Merrimack College, in The Origins of Underperformance in Higher Education I: Proximal Systems of Influence (2012) identifies some of explanations for this phenomenon. Contemporarily, economic pressures and academic commercialization abound; specialization and entrenched structures increasingly exist within the academy, and a broad culture of entitled individualism, amusement, and indulgence characterize the environment outside of the academy. By different measures and from many varying perspectives, today's college students, as a cohort, do not overall seem to perform very well. College students offer a rather interesting explanation in defense of criticisms of their college experience. A study by Cathy Small, a professor at Northern Arizona University, concludes that the Millennial student learns differently from the way that older instructors teach. The contexts in which they do learn are often outside of their professors´ experience. Students are concerned with choosing a schedule every semester that will provide them with the most control over their lives; they make every effort to limit the impact of coursework on their time. For example, how students decide to complete a reading assignment depends on the purpose of that assignment. If it will result in a quiz, be collected, or be used in an oral presentation, then they will do the reading. If not, then they will not complete the reading assignment. Students agree they want the full college experience and admit they come to college to learn, yet 65 percent say they learn most outside of the formal classroom. They believe that "outside" means the real, practical world, and that it includes their peer groups. Their favorite courses were ones that were, in their judgment, connected to the outside. This disconnect between the way that Millennial students learn and the teaching methodologies employed in higher education settings is significant. It appears that students are learning what they want to learn, and not necessarily what we want them to learn. This phenomenon is theoretically tied to constructivism, which suggests that learners create their own knowledge of the topics they study, instead of passively receiving knowledge transmitted to them by some other source. Given the characteristics of Millennial students, they seem to be fairly well suited to adapt and thrive in an environment which applies this theory pedagogically.

Learning Assessment

Much has been written about learner-centered teaching, which involves a pedagogy that focuses on activities and engagement. In learner-centered teaching, experiential learning projects have essentially replaced content lectures to passive learners as a method of instruction. Advances in technology, which are increasingly present in modern, higher education environments, have enabled online and hybrid courses to flourish, and students in traditional courses are able to participate in ways never before imagined. A variety of instructional equipment and software facilitates both in-class and out-of-class preparation. Yet despite all of the available technologies and efforts to utilize them to improve instruction, assessments reveal that student learning is suffering. Mark Taylor, in "Teaching Generation Next: Leveraging Technology with Today's Digital Learners" (2012), and "Teaching Generation Next: Methods and Techniques for Today's Learners" (2012), identifies a number of issues and provides many resources and solutions which this problem may be addressed.3Taylor addresses two very specific assessment techniques: formative and summative, as key elements in measuring learning. Formative assessment measures how students learn, and is characterized as assessment for learning; summative assessment measures what they learn and is characterized as assessment of learning. Summative assessment shifts the emphasis from student's ability to regurgitate information to their ability to apply it. It is an assessment of learning

related to values, the level of affective engagement, i.e., how much students care about what they are learning. This would seem to be a more appropriate and effective measure of learning, since millennial students appear to learn what they want rather than what might be intended. While recognizing that all assessment methods have value, perhaps summative assessment can help to bridge that gap better than other assessment efforts.

Summative Assessment

Over the past two years, an effort to use this type of measurement has resulted in the collection of over 200 essays written by students who have taken one of our required business courses, Business Analysis and Decision-Making. This is a junior level course taken by all business students regardless of another area of concentration. The course follows a series of 2000 level courses designed to introduce students to the functional areas of organizations: accounting, finance, marketing, management, operations, etc. This course introduces students to the tools used in analysis. These tools were designed to help students understand how all of these functional areas are connected to assist management teams in creating business plans that will succeed. Students engage in a variety of writing assignments, including case analyses, vision and mission development, and a comprehensive business plan developed for an innovation created by teams of students. The emphasis of the learning goals for the course is centered on the three C's of pedagogical prescriptions: Creative and innovative thinking, Communication (written and oral), and Collaboration (ability to work well in groups).

Teaching/Learning Paradigms

Kuhn (1962) [5] defines a paradigm as the set of beliefs, values, and techniques shared by the members of a given community. Paradigms may also be characterized as a philosophical and theoretical framework, and individuals working within a specific framework accept the assumptions, values and methods of that paradigm—at times, unaware of those underlying assumptions and values (Stech, 2007) [9]. Two major paradigms evident in today's educational institutions—the behaviorist paradigm and the constructivist paradigm—are compared and contrasted to make explicit the fundamental differences in their underlying assumptions, values and beliefs regarding the purposes of education, the teaching/learning process, and the role of the educator (Apps, 1973) [1]. Those operating within a behaviorist paradigm believe that that purpose of education is to transfer knowledge, deliver instruction, and transmit information from the teacher to the learner. The behaviorist teaching/learning process, then, consists of direct instruction of facts that exist outside of the student, memorization of those facts, passive learning, and extrinsic reinforcement. The environment is teacher-centered, and the role of the educator is to transmit information in the most efficient manner possible, often through lectures. Alternately, teachers operating within a constructivist paradigm believe that the purpose of education is to help learners construct knowledge by building on individuals' schemas or cognitive structures to represent their meaning of the world (Cervero, 1988) [3]. Central to a constructivist teaching and learning approach is the belief that students play an active role in constructing their knowledge by linking new knowledge with past experiences. Those who

espouse a constructivist approach believe that active learning is more meaningful than passive learning, i.e., learning that is delivered or transmitted to the learner. Learning is an active, constructive, and goal-oriented process that is dependent upon the mental activities of the learner (Cervero, 1988) [3]. The learning environment in a constructivist paradigm is student-centered, and the role of the educator is to create a learning environment that builds upon learners' existing knowledge and experiential base, because their understanding and interpretation of specific content depends upon their prior knowledge and experience. Shaw (2009) [10] describes a paradigm shift occurring in today's educational system that is moving away from the behaviorist paradigm of direct instruction, memorization, textbooks, and passive learning toward a more constructivist paradigm in which learning is collaborative, interactive, global and project-based. She believes that knowledge is not memorization of facts and figures, but is constructed through research and the application of what is learned. According to Shaw, today's curriculum should incorporate higher order thinking skills, multiple intelligences, and technology. As a result, many educational institutions are engaged in a paradigm shift as they attempt to transition to a system that is designed to meet the learning needs of the 21st century learners. K-16 curricula are gradually becoming more student centered, interdisciplinary, collaborative, relevant, rigorous, and real-world project-based; technologies, including online instruction and assessments, interactive whiteboards, blogs, student response systems, podcasts, Web Quests, and more, are being incorporated into the curriculum to more fully engage active learners. Shaw (2009) [10] contrasts 20th century education with education of the 21st century in the chart.

University Student Perceptions of Effective Teaching and Learning in the 21st Century

Unaware of the underlying educational values and assumptions in which they operate, many of today's educators teach from a behaviorist paradigm. They "assume that learners are the same as they always have been, and that the same methods that worked when they were students will work for their students now. But that assumption is no longer valid" (Prensky, 2001) [7]. "Today's students are no longer the people our educational system was designed to teach" (p. 1). Just as we are witnessing a shift in educational paradigms from the behaviorist to the constructivist, we are also observing a shift in the learning styles from the Baby Boomers to the Millennials. Today's students have changed considerably from previous generations. They realize that if they want to learn something, they have the tools and resources readily available to learn it on their own. Their learning is relevant, real-world, and generally involves technology. To more closely align educational approaches with the learning needs of the Millennials, it is imperative to begin to understand what today's students perceive to be effective teaching and learning in the 21st century. The purpose of this research was to determine how university undergraduate students characterize effective teaching/learning in the 21st Century, in general, and more specifically, what factors they believe characterize effective leadership education. To achieve this aim, a grounded theory methodology was utilized (Glazer & Strauss, 1967) [4]. The intent of the research was neither to predict or control the world nor to transform it, but rather to understand the construction of the world as it exists in the

minds of the individuals being studied. Through grounded theory, a great deal is learned about people (Bogdan & Taylor, 1975) [2]. The purpose of using the grounded theory approach is to generate new theory rather than verifying or correcting older theories. The process encourages the researcher to discover theory from data which are systematically obtained and analyzed. The researcher's role then, is to categorize the data into meaningful categories, and from the categories, to derive a substantive theory illustrating the latter with characteristic examples from the data. Participants in this research were 66 undergraduate students attending a private comprehensive university in the Midwest. The participants were almost equally divided between males and females, with 33 males (51.56%) and 31 (48.44%) females. 25 students were enrolled in a traditional face-to-face Principles of Management course; 15 (60%) were business administration majors. Other areas of study represented were three accounting majors (12%), two graphic communication majors (8%), and one each of the following: music, history, communications, recreation management, and psychology. 22 of the participants were enrolled in a traditional face-to-face course on Leadership: Theory and Practice. More than 45% (10) were business administration majors, along with 18% (four) exercise science majors, two communication majors (9%), and one major in each of the following areas: music, biology, history, recreation management, sociology, and criminal justice. Finally, 19 of the participants were enrolled in an online section of the Leadership: Theory and Practice course. In this class, 36% (7) were business administration majors, and 8% (2) were accounting majors. Other majors included one each of politics, communications, photography, psychology, nursing, biology, math, nursing, and undecided. All participants were asked a series of seven questions:

- What do university students need to know to be successful in the 21 st century?*
- What do university students need to know to be a successful leader in the 21 st century?
- How do students learn best?*
- What learning experiences are most memorable to you? How do you learn best?*
- What about your current school experience is not effective for you as a learner?*
- If you could design the school of the future that would be perfect for the way you learn best, what would it be like?*
- If you could design a leadership program at this University that would be perfect for the way you learn best, what would it be like? Questions 1, 3, 4, 5, and 6 (denoted with an *) were developed and used in a study of K-12 students in the Arrowhead Union Schools, Wisconsin. This researcher was also involved in that study. The students' responses to each of the questions are listed below:

Q 1. What do university students need to know to be successful in the 21 st century? The respondents felt to be successful in the 21 st century university students need the following knowledge and skills (listed in order of frequency of response):

- Technological competence (27%).
- Being open to change, flexible, willing to adapt to times of constant change (17.6%).
- Working effectively in a group setting and with diverse groups of people (13.7%).
- Communication skills – both face-to-face and electronic

(11.8%).
- How to set short and long-term goals (10%).
- Self-motivation (9%).
- Time management (9%).
- Learning from one's experience
- Having a wide variety of experiences in situations beyond one's comfort zone (8%). In addition, the students identified a number of personal characteristics or dispositions that they believe are important for success in the 21st century. These characteristics included being trustworthy, ethical, honest, truthful, respectful, having integrity, and optimism.

Q2. What do university students need to know to be a successful leader in the 21st century? The knowledge and skills university students believe are important for successful leadership in the 21 st century include:
- Communication skills (21.6%) with people of different cultures, genders, and backgrounds as well as consistency in actions and words.
- Listening (13.7%) – valuing the input of followers and being open to new ideas and new people.
- Building trust (12%).
- Managing and motivating others (10%) – giving responsibility to others driving people to do their best.
- Critical thinking (8%) – analyzing before taking action and thinking outside the box to solve problems.

Q3. How do students learn best? The respondents were very specific when discussing how students learn best. Over 42% indicated that students learn best through active participation and group work. One student stated, "This generation is very hands-on." In addition, the students felt that seeing visual examples helped them learn (17.6%). Almost 14% indicated that they wanted to be able to apply skills and techniques directly to real-life settings as this style of learning would "eliminate the thought of wondering why we learn what we learn." In addition, more than 10% of the students felt learning occurs through the use of newer technologies. "If teachers use old technology, their students will shut down."

Q4. What learning experiences are most memorable to you? How do you learn best? When discussing how they personally learn best, students reiterated their preference for active participation and application of knowledge in a real-world setting. One student voiced this opinion as follows: "Test me by having me show my skills that I have learned by leading a group to an objective, test me by designing a corporate identify based on the needs of a client. Those types of situations are what I will encounter after graduation, not paper exams, and those are what I should be developing in college." Another student stated, "Give us a chance to get out there and do what was preached to me so many times during class. A clinical experience allows you to have a chance to witness how things are actually done in a real situation, whereas in class they teach you how things are supposed to be done in a perfect world. But, let's face it; it is not a perfect world." A third student emphatically added, "In my current clinical setting (one of the most visited and largest recreational resorts in the world), every day we need to adapt to different guest situations, weather patterns, water conditions, just about anything and everything you can think of. NO day is ever the same. I

personally learn best from experience and being thrown in the mix. I need general guidelines to follow, then I learn best in the field." Q5. What about your current school experience is not effective for you as a learner? When describing the learning experiences that are least effective, students again were very vocal about what kinds of teaching and learning activities are less than effective. Almost 20% claimed that the teaching technique of "professors reading off of a PowerPoint presentation or out of a book" does not stimulate learning. Long lectures (17.6%) and memorization (15%) were also included as ineffective. To augment her response, one student pointed out that, "We simply read, take notes, take a quiz, listen to a PowerPoint lecture, and repeat each week. It makes it hard to keep engaged. It makes it difficult to take the situations and make them real." Another student lamented that, "Certain professors…have just such old-fashioned teaching methods that I just do not follow, and that causes my learning to be very ineffective. It also causes me to learn something, and then never think about it again after the test."

Q6. If you could design the school of the future that would be perfect for the way you learn best, what would it be like? Not surprisingly, university students were able to propose a number of ideas for designing a school of the future that would best enhance their learning. Some of the elements they suggested included the following:
- Every professor would be required to incorporate a teaching style that included visuals, hands-on activities, lecture, examples, group work, and discussion.
- Apprenticeships, internships, and shadowing.
- Pair up students with an individual who works on jobs in which students are interested.
- Spend two days each week in the classroom and another two days in a work place.
- My school of the future would be a school that spent year one teaching, and years two to four applying and learning through creating a professional internship-type setting.
- Group work and active participation to solve problems.
- Teach real-life ideas and ways to handle things. Do not focus so much on events that happened many years ago, but rather on events that have happened recently or on events that are in the making.
- Allow a student to run a class—what better way to gain knowledge of the subject, but also to develop your self-confidence, leadership, management, perception, and details.
- Interaction and class involvement.
- Class discussions and interactions allow me to see the opinions of numerous people.

Q7. If you could design a leadership program at this university that would be perfect for the way you learn best, what would it be like? When designing a leadership program for undergraduate university students, the respondents included the following components:
- Group work and simulations.
- Have different group work assignments addressing different parts of leadership and assign one individual to be a leader for the day. I would rotate the order so everyone learns how to be a leader, and they also learn how to communicate with others and to be understanding of others' ideas.

- Each week, have two days of lecture, and then an ever-changing group project. The lecture would show the students what it really takes to become a leader. The other two days could be putting those ideas into action in a way that people are split into groups and given certain assignments to accomplish.
- Simulations and actual activities that require a leader to step forward.
- Small groups where we have a situation that we need to get out of; each person takes turns practicing leadership techniques.
- Assignments directly applicable to the real-world.
- Real life experiences! Leadership can't be taught in a classroom; it must be experienced!
- I would have student come up with their own definition of leadership in a way that could be applied in the real world, such as being a coach, or working with children, or working in a community organization, etc.
- Engagement in the community.
- Shadow a leader or be paired with a mentor. Use some class time for students to spend time with a leader and learn from their experiences.
- Students would be involved in different organizations in the community, using the skills, practicing them, and seeing what works and what does not.

Data Analysis
66 undergraduate students majoring in a variety of discipline areas responded to a series of seven questions regarding effective education, in general, and leadership education, more specifically. The researcher read through each response and identified the characteristics and examples of effective education provided by each of the respondents. The researcher then grouped similar characteristics into categories, all grounded in the student responses. By clustering responses into meaningful categories, a substantive leadership education model for the Millennials has been developed. Based on the research data, the Millennials preferred teaching and learning strategies that are consistent with the constructivist educational paradigm.

A Leadership Education Model for the Millennials
The framework for the proposed leadership education model includes the purposes of the model (the goals and objectives of the program), the content (what is to be learned), the teaching and learning process (how do Millennials learn most effectively), and the role of the educator (Apps, 1973) [1].

Purposes
The purpose of a leadership education model is to help learners to identify their core values and beliefs, examine the relationships between their espoused values and their actions, and help them construct a conceptual and theoretical knowledge base related to leadership that they can apply in real-world settings.

Content
The content of a leadership education model for the Millennials must emphasize the development of leadership skills. Grounded in the research data, effective leadership education programs should emphasize the development of the following skills:

- Effective Communication (speaking and writing).
- Face-to-face.
- Electronic.
- With persons of the opposite gender, with persons from other backgrounds and cultures.
- Effective Listening.
- Being open to others' ideas.
- Valuing the input of others.
- Collaboration.
- Working effectively with others from diverse groups.
- Managing others.
- Motivating others.
- Building trust.
- Technological competence.
- Critical thinking.
- Analysis.
- Goal setting and self-motivation.
- Time management.

Effective leadership programs must also develop individuals' conceptual and theoretical knowledge. Concepts essential to the development of effective leadership include a comprehensive understanding of leadership theories, styles and techniques, the visioning process, strategic thinking and planning, coaching and mentoring. The Teaching and Learning Process Constructivist approaches to teaching and learning believe that active learning is more relevant and meaningful that learning that is delivered or transmitted to the learner. The educator, therefore, needs to build upon students' existing knowledge and prior experience. Thus, a constructivist paradigm considers how one teaches and how students learn to be as significant as what is learned. The respondents in this study identified seven major teaching and learning strategies to be incorporated into a leadership education model. These included stimulating student-led discussions based on current events or case studies; hands-on, active learning experiences such as in-basket exercises, simulations, and role playing; collaborative group work both with classmates and with others around the world; digital technology-assisted teaching and learning (online blogs and discussions, interactive whiteboard activities, Internet research and WebQuests, student response systems, podcasts, and more); self-assessment – authentic assessments that challenge students to demonstrate skills that are relevant and directly applicable to the workplace; and, engagement in the community through service learning, clinical experiences, apprenticeships, internships, or job shadowing. Through these active learning processes, individuals will be challenged to add to or modify their personal theories of leadership. It is through this cognitive process that learning and change occur. Using a constructivist approach to teaching and learning, leadership education programs can enhance leadership effectiveness.

The Role of the Educator
The constructivist paradigm advocates active learning through which individuals construct their knowledge of leadership by linking new information with past experiences. Thus, the role of the educator is not to deliver or transmit information, but rather to actively engage the learners in constructing personal theories and philosophies of leadership by creating a learning environment that builds upon learners' existing knowledge and experiential base.

Conclusion
The academy will continue to struggle with questions of

how to deliver a better education to our nation's college students. Soon another generational cohort will replace the Millennials, and new discussions will ensue about new learning deficiencies and other such inabilities. Pedagogies will shift to respond accordingly as new technologies replace old, and classrooms accommodate a fresh group of ill equipped students ready to take up the struggle toward earning a degree. Assessment of student achievement will continue to be an important part of the academy's efforts to improve learning. Efforts in assessments have led to serious debates about the relationship between teacher-centered and learner-centered pedagogies. The discussions have resulted in numerous examples of new teaching approaches: active learning, experiential learning, cooperative learning, collaborative learning, and inquiry based learning, to name a few examples. The latest entry into this mix is guided-learning. Each approach offers many advantages, but each may also be limited in certain ways. Summative assessments appear to offer distinctive advantages over other assessment models for many reasons. Because they are qualitative, the feedback is more honest and reflective of each student's understanding of what they believe they are learning and how it is impacting their lives. This is particularly important to Millennials, as they seem more likely than other generations to reject anything that they believe is irrelevant to them. Thus, summative assessments offer insight into their thought processes. This feedback can be useful in improving certain elements of content, context, and delivery mechanisms of courses. By allowing students to have such a direct influence, they become unwitting collaborators in course design. Types of summative assessments can be conducted throughout a quarter or semester, in which case students and instructors are offered a different type of learning opportunity. Furthermore, summative assessments can influence the use of, and compliment other types of learning measurements to improve their effectiveness.

Together, all assessment programs have afforded the academy an ability to engage in the continuous improvement efforts that are so highly regarded and often mandated by accreditation boards across the United States. Mary Ann Wisniewski, in her paper, "A study on Leadership and the Millennials: Transforming Today's Technological Teens into Tomorrow's Leaders" (2010) [17], best captures the transformation in programmatic assessments over these past many years. The 21st century will continue to offer the academy unique opportunities to catalyze the best components of the technological and social revolution into pedagogical development. Individuals´ desire for autonomy has never been more evident than today. In many examples of people navigating through everyday life, individual participation and choice have become central to execution and ultimate success of endeavors. As technological advances permit, Millennials will continue to exert their influence on contemporary culture. Our task, as professors, is to prepare students for successful personal and professional lives. If we observe and listen closely enough, perhaps they can help us do just that.

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