

Sociocultural Analysis of Millennials in Russia¹

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Abstract. The present article provides a sociocultural analysis of parameters of the millennials, the generation which will become the main workforce in Russia in the next ten years. This is what gives the paper its relevance. The paper focuses on the market and micro-interactionist influence of basic traits of millennials. The issue of how to behave towards millennials is faced both at the sociological and managerial levels. It is said that the large number of conflicts between millennials and older generations leads to systematic disruption and turbulence, as it does not allow young employees to integrate into corporate cultures and increase labour efficiency, which simultaneously affects older employees, management and corporative performance. Another aspect of the core issue raised by the author is educating the youth. Understanding the set of core values of millennials, their strategies and behavioural tactics in the workplace is also a prerequisite for teachers and instructors to successfully train students of this generation in universities. Like many recent studies, this research considers the distinctive features that can be used to characterize millennials. They, being digital natives, shift to more rapid, discrete and depersonalized forms of communication. Focused on managing their personal image and identity, millennials prefer to play socially desirable roles and tend to reframe their own failures into external misfortunes. This brings about the issue of meeting set goals, and nowadays the youth tends to plan less and thrives on regular feedback that they expect to be positive. These features are most likely to breed intergenerational misunderstanding. However, millennials tend to be more flexible and tolerant than other generations, which is useful for settling controversies and speaks to the overall success of interaction and effort on the part of this generation. The author, addressing the challenges of communication with the modern youth, offers recommendations based on her own pedagogical experience of interaction with millennials. These are: provide basic guidelines, time plans, and assessment benchmarks. Managerial staff should also dedicate more effort to mentorship and peer-level communication.

Keywords: generations, generational theory, millennials, human resources, higher education, adaptation, mentoring, communications, values, information field, labour market

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Universities began to enrol millennials in their BA programmes in 2002, and will enrol the last students from this generation in 2022. Today, people born in 1997 are entering the job market, that is, the market will be taking in millennials for a long period still. Currently, corporate strategies intended to integrate university graduates into the corporate environment boil down to radically changing the attitudes of young employees to work and forcing them to accept previously established corporate culture and labour discipline rules. So far, this strategy is working, but in seven years, millennials will dominate the market and, consequently, will start to dictate, among other things, their own rules for working conditions. Those companies that are already transforming their corporate cultures and personnel training programmes in order to make them a good fit for the new generation will gain the upper hand. Millennials are a generation so different from those that came before them that their worldview, means of consuming and disseminating information, ideas of the work-life balance, and the distinguishing features of their communications will seriously affect the mechanism of finding new talent and, ultimately, how companies formulate their business strategies, mission, visions, objectives, and goals.

Russian companies traditionally prioritize business strategies. The newly emerged demand for corporate culture and philosophy in the country has been accompanied by a trend towards clearly articulating its concepts and values. Unfortunately, in many cases they were articulated nominally and were not subsequently used in business processes as guidelines for action (Kapelyushnikov, Lukyanova, 2010: 7). Since values are not an empty word for millennials, they will give their companies an insight into the values mechanism and its functioning and demonstrate to their senior colleagues the interrelation between a company's values, mission, vision, and business strategy, and how to make these values increase the company's revenues (Smolskaya, 2017: 4). Executives need to come up with mechanisms for engaging young employees in disseminating corporate philosophy among the personnel and outside stakeholders, and quickly.

My 15 years as a faculty member at the MGIMO School of International Journalism and a business coach at *MGIMO School of Business* have given me a unique opportunity to see and analyse an entire generation – the so-called “millennials.” First, let's describe MGIMO's incoming students. In 2020, in particular, “admission score remained high: 96.2 points for state-funded students and 85.2 for fee-paying students. Some Schools (International Law, International Relations) had an average admission score of 97–98 for state-funded students and 92–93 for fee-paying students.

Over half of the new class enrolled in MGIMO (52%) finished school with highest distinction, a gold medal, and they account for 75% of state-funded students. Over one quarter of the new incoming MGIMO class (26%) earned 100 points in at least one subject at the Unified State Examination or Educational Olympiads (365 people

total). Some 63% of state-funded students earned a perfect score in at least one subject: out the 205 students in this category, 179 earned top marks in one subject, 24 in two subjects, and two in three subjects.”²

We may therefore conclude that MGIMO attracts ambitious, hard-working, diverse young people. Subsequently, relying on my own experience and on research conducted recently by various organizations, I will analyse the problems faculty and employers have with millennials.

Theoretical Framework of the Study

It is generally important to note that there is no single universally accepted periodization of generations. There are different approaches to determining the boundaries of different generational groups. Breakdown into generation clusters depends, among other things, on a particular country. Karl Mannheim was the first non-Russian scholar to outline this problem back in 1928 in his article “The Problems of the Generations” (Mannheim, 1998). Mannheim used several factors to identify generations: social location, cultural unity of a period for individual members of a given generation, and their involvement in the same historical events (Ibragimova, 2014).

Norman B. Ryder was another researcher who focused on the topic of generations. He used the concept of a “cohort” as a factor in studying social transformations. He understood a generational cohort as “the aggregate of individuals (...) who experienced the same event within the same time interval” and possessing “a distinctive composition and character reflecting the circumstances of its unique origination and history” (Ryder, 1965: 845). Another researcher, Morris Massey, studied behavioural features of people born after World War II and concluded that the behaviour of a generation is conditioned by its overall value system (Massey, 2005).

In their book *Generations*, William Strauss and Neil Howe (1991) proposed a systemic approach to studying generations. Every generational analysis specialist is familiar with this work and uses the Strauss–Howe generational theory in their research in some way. Strauss and Howe studied the cyclical nature of generational changes using the United States as their case study. In addition to *Generations*, they also wrote *The Fourth Turning* (1997) and *Millennials Rising* (2000). They were the ones who introduced the very concept of “millennials” or “the Millennial Generation” (Howe, Strauss, 2007).

Western scholars use different generational periodization and apply the term “millennials” to different generations. In the United Kingdom, for instance, millennials are born between the early 1980s and the early 1990s; in the United States, between 1982 and 2000; and in China, between 1981 and 1996.

² Torkunov A.V. Sums Up Results of MGIMO’s Enrolment Campaign at TASS. *MGIMO University*. Available at: <https://mgimo.ru/about/news/main/admissions-campaign-2020-tass/> (accessed: 03.11.2020).

Since this article focuses on Russia, I propose using the periodization suggested by E. Shamis, who researched Russian millennials specifically. In this understanding, millennials are considered people born between 1985 and 2005 (Shamis, Nikonov, 2017: 13). To assess the overall picture, we need to note that we have three generations on the job market today: baby boomers (1945–1965), Gen Xers (1965–1985), and millennials (1985–2005). The generation coming after millennials is Gen Z, or zoomers (2005–2025).

What are the distinguishing features of millennials in general, and of millennials in Russia in particular? Generation X, the parents of millennials, were essentially left to their own devices when growing up; their parents were trying to survive in the 1990s amid complete uncertainty, when one social system was being broken down and replaced with a different one. Gen Xers were independent (left to their own devices); as teens, they massively rebelled against their parents (there was a large number of marginal youth sub-cultures); they had many harmful habits and psychological complexes of children who had not received enough parental love and care. When they had their own children, they set themselves the task of giving them everything they had not had themselves as children. Young parents promoted “helicopter parenting,” or, in other words, overprotection or overparenting (Lythcott-Haims, 2017). And the world began to gradually transform from a world of adults into a child-centric world. These changes affected not only pedagogy, but also social relations, politics, and the economy. Gen Xers were more responsible in family planning than their parents had been. Millennials are by and large planned children. It is also important to note that millennials were born at a time of the sharpest drop in the birth rate. Therefore, these children were cared about more, were spoiled more, and parents listened to their wishes and opinions. Their future was carefully planned, they were sent to the best schools, sports clubs, universities, and ultimately, they found the best jobs. Parents did everything to remove every obstacle from their child’s life, there were no prohibitions in their life, they were protected from every conflict, parents quarrelled with teachers over their children’s grades, demanded that teachers give their children awards and recognize their talents. Today, when millennials have already entered the job market, their parents continue to handle every problem connected with their employment: they accompany their children to job interviews, call their bosses, and “push for” their promotions (Tulgan, 2017: 18).

The attempts of parents to construct a system of raising their children in which they would communicate with their child on an equal footing at home, make decisions for them, and handle conflicts outside the family resulted in a paradox. Millennials see it as their natural right to communicate with all adults on an equal footing, to not recognize authority based on age or experience, to demand respect for the simple reason that they exist. At the same time, they remain infantile well into adulthood, they have no desire to make independent decisions, and, even more importantly, to accept responsibility for these decisions. Unlike their parents, they have no qualms about continuing to live with their parents even after graduating from university or taking money from them.

The time when millennials were born and grew up was characterized by a rapid increase in uncertainty, by the emergence of new threats that were by their very nature difficult to predict. These included, in particular, economic crises and terrorism. The overparenting factor is linked to parents' fear for the safety and economic wellbeing of their children. Millennials have grown up with security checks on public transportation and in public spaces, so they are used to it; they do not see public surveillance systems as a violation of their rights and approve the use of such technologies (Ivanova, 2016: 10). Unlike Gen Xers, who still believe that they can control the amount of their personal information in public space, millennials harbour no such illusions. They have no issue with the concept of the "transparent world," where every person is watched by various automated systems around the clock.

Since millennials do not go through a clearly outlined teenage rebellion phase, they are less inclined to protest by drinking, smoking, or engaging in other risky types of behaviour. In the United States, millennials, unlike their predecessors, drink, smoke, take drugs, and have sex less, which had an effect on teen pregnancy rates.³

Vadim Radaev's study shows that Russian millennials are also inclined to live a healthy lifestyle: they "have their first taste of alcohol at an earlier age, but they drink less and with lesser frequency. By 18–20, the share of millennials drinking alcohol reaches 50–52%, and then drops to 40%. Figures for the previous generations (Xers) at that age were on average 1.5 times higher (64%). Millennials have fewer smokers, although those who do smoke do it at the same rate. By middle age, the share of smokers is nearly 1.5 smaller compared to the share of smokers in the previous generation. The number of people doing sports has increased in the same proportions: 43% of millennials regularly engage in sports at the age of 27, while for Gen Xers the figure is only 25%" (Radaev, 2020: 65).

Additionally, millennials are more pragmatic, practical, and optimistic compared to older generations. Unlike the previous generation, millennials have no problems with team work. On the contrary, they find it harder to work independently. Unfortunately, their habit of being rewarded for every action and their inability to wait and be patient backfires on them when they grow up. They cannot enjoy the process; they need immediate results. For instance, they find it extremely hard to fit the concept of happiness or success as a process stretched in time into their picture of the world. They derive moments not of happiness, but of short-lived satisfaction from the fleeting responses of their online friends to their posts on social media. Likes, shares, and retweets become their goal. For the same reason, they fail to derive positive emotions from a gradual increase of their professional skills and from slowly building a career.

³ Today's Teens are Better than You, and We Can Prove It. VOX. Available at: <https://www.vox.com/a/teens> (accessed 02.11.2020).

Consequently, when they ask for a promotion three months into their employment, they do not do it out of an inflated sense of self-worth, as their senior colleagues usually think, but because of the above-described perception of processes and results.⁴

Moreover, their senior colleagues frequently misinterpret the very phenomenon of millennial arrogance, self-assurance, and the need for constant encouragement. This is a consequence of low self-esteem, not inflated self-esteem. When older generations received feedback about their abilities and prospects, it was quite frequently downright negative instead of constructive and sometimes came from their parents, too. The parents of millennials, on the contrary, tried to lavish nothing but praise on their children from an early age, to emphasize their uniqueness and their boundless capabilities for self-fulfilment. As a result, when facing harsh reality and outside assessment, older generations only got stronger and more determined to move forward, prove the outside world wrong, while millennials have trouble facing any kind of criticism, and their self-esteem plunges to catastrophic depths. Their natural defence mechanism is demonstrative behaviour and a refusal to accept what they have just heard. In consequence, they also: 1) find it harder to learn because learning always entails making and correcting mistakes; and 2) have an underdeveloped need for independently analysing their own conduct and its consequences. For millennials, the place of self-analysis is taken by an assessment of their actions and thoughts by their subscribers on social media, and consequently, they frequently make decisions based on how they think their virtual “friends” may respond.

Public opinion polls show that millennials have little interest in public politics, with only 34% of respondents demonstrating an active political stance. Students (18–22-year-olds) are usually the most radical and active group, although 64% of them are not interested in politics at all (Pyrma, 2017: 44). At the same time, this is the more tolerant generation of all. They are non-aggressive and easy-going in their attitudes to other cultures, ways of life, and worldviews. At the same time, they are far less active in religions practices. In particular, the “share of believers in 2011–2016 fell from 56% in the mobilization generation to 32% among millennials. The share of those going to church at least once a month had been in decline from the Thaw generation (15%) to millennials (6%)” (Radaev, 2020: 66).

Major social stratification in Russia also affected millennials’ values. Money is virtually the only upward mobility vehicle for young people without connections, particularly in the provinces. Money allows them to have a high quality of life that is actively promoted on every communication channel. The pragmatic young generation dismisses every kind of activity that does not bring money. One could object that volunteering is particularly popular among the young generation today, but it is

⁴ Menshikov P.V., Yusupova E.E., Novikova V.S., et al. 2020. *Information and Communication Technologies of the Third Millennium: Student's Book*. Moscow: MGIMO University. P. 241.

important to understand that while this activity does not bring in money, it affords other kinds of benefits: a high public profile, the option of putting their volunteering on their university application. An evaluation of the interest of different generations in environmental issues is telling here. Millennials actively declare their concern and care for nature, yet they are three times less likely to invest any real effort compared, for instance, to baby boomers at their age (Twenge, Campbell, Freeman, 2012).

Education is also seen not as a way to achieve self-fulfilment in the future, but as a tool for a large income in the future and, consequently, as a way to indulge their every whim. At the same time, millennials are not geared towards gradually building a career over many years. They are sincerely frightened of the prospect of being promoted after five years of hard work in the same company.

The notion of prosperity among millennials differs greatly from that of older generations. While their seniors banked on purchasing real estate, cars, gold, and other luxury goods, millennials are primarily ready to invest in travel, eating out in cafés and unconventional (not necessarily expensive) restaurants, and hoarding new impressions. They do not indulge in traditional high-profile consumption. They do not buy things because of a designer label. Therefore, many luxury brands went bankrupt or, in order to survive on the market, had to alter their business to fit with the new requirements of the young generation. Nevertheless, millennials do have their own version of high-profile consumption, but it is connected with the larger chunk of their life happening in the public space of the internet. They do not buy brand-name goods to jack up their own importance. They transform themselves into a brand, and this frequently costs them more than status items would.

Millennials need to project an image of a rich and successful person on the internet while having limited financial means. They also wish to achieve success with the smallest possible effort, and this makes them lie both online and in real life. The internet creates a false sense of impunity, and this sense is carried over into offline communication. They lie about their wealth and success, they lie to avoid being punished for transgressions, they lie to avoid doing things they do not like, and they lie to get a promotion. About 27% of millennials (compared to 15% of Gen Xers and 5% of baby boomers) are ready to appropriate the results of other people's work to move up the career ladder (Schawbel, 2013: 137). The feeling of being unique, the need to build their own (personal and professional) brand to present to people around them easily cancel out moral compunctions. As a result, they lie to their bosses more often.⁵

The subject of termination is unpleasant for anyone, it makes other generations lie, too (56% will try to conceal having been fired). Yet millennials lie with greater frequency (70% will make an effort to prevent information about being sacked from

⁵ Millennials are most Likely to Admit that they Lie to their Bosses. *Comparably*. 2017. 15 September. Available at: <https://www.comparably.com/blog/lie-to-the-boss/> (accessed: 02.11.2020).

getting around). Usually, millennials reframe the event for themselves and for others in such a way as to present it as some other person's fault, but never their own.⁶ Tactically, lying may prove a winning move for them, but strategically, they discover that it is virtually impossible to build a relationship of trust with colleagues and acquaintances they have lied to. Especially given that, in today's business culture, trust is the cornerstone of building a company's corporate identity, of sales, and of relations with staff and stakeholders.

Millennials also treat friendship very differently from older generations. They freely admit themselves that they have weak friendship ties, that they are ready to spend their free time together, talk about topics of mutual interest, play video games (Werbach, Hunter, 2015: 20), go shopping together, etc. But if they have a problem, they cannot turn to their friends for moral or any other kind of support. Social networks have devalued the concept of "friend," and this development is even reflected in having to specify now whether a "friend" refers to a real friend, an online friend, or a subscriber. Older generations of Russians have an ingrained tradition of turning to friends for psychological help if they have a problem, as well as for various kinds of support – it helps them relieve their psychological problems and stress. Unfortunately, this avenue is essentially closed for millennials because they create the desired image of a successful and positive person on social media, and unless they want to destroy that image, they cannot ask their subscribers and online friends for help. In their case, it exacerbates their depression. This is why they need as many formats set for them as possible to spend real-life time with their peers without any kind of information technology, to increase their EQ (emotional intelligence), and to actively develop communication competences (Koroleva, 2014: 648–658).

On the other hand, the formats familiar to them could be useful, too. Millennials have great experience with multiplayer computer games. In their lives, they have spent a total of over a year, or about 9000 hours, or 375 days, gaming.⁷ There is no way that this would not affect how they form relationships with the offline world. Moreover, for the generation born and living in a world of uncertainty, instability, and terrorism, video games play a therapeutic role, reducing and preventing stress. While playing, millennials learn teamwork, how to resolve conflicts with other players, how to earn and spend resources. It is particularly important for teachers and instructors to keep in mind that the gaming space would allow them to quite successfully teach students to reach goals and overcome difficulties. The familiar gaming environment makes it easier for students to understand the importance of following rules and not being scared of making mistakes.

⁶ Sugar R. 2015. Millennials are Twice as Likely as Anyone Else to Lie about Being Fired – and it Says a lot about this Generation. *Business Insider*. 15 June. Available at: <http://www.businessinsider.com/millennials-more-likely-to-lie-about-being-fired-2015-6> (accessed: 02.11.2020).

⁷ Classic Millennial Video Games that Still Live Strong Today. *Millennial Magazine*. Available at: <https://millennialmagazine.com/2018/04/23/classic-millennial-video-games-that-still-live-strong-today/> (accessed: 02.11.2020).

Millennials are the first generation that can be properly called a generation of digital natives. For them, being able to stay online 24/7 with a high-speed internet connection is not a whim, but a vital necessity. They are the first truly multitasking generation capable of simultaneously existing on different platforms, yet their ability to wait, endure, or expend a lot of resources on achieving results is significantly underdeveloped compared to previous generations. When choosing forms of leisure, they are unwilling to expend major resources; they are satisfied with a passive pastime that does not require additional efforts or action on their part: 63% listen to music of their mobile devices and watch TV shows at home (rather than films in the cinema) (Danilova, 2007: 23).

Technologies and the notorious swipe culture seriously affect their attention span. For instance, Sberbank's study "30 Facts About Today's Youth" says that "their average attention span of focusing on a single subject is eight seconds. Information is consumed in tiny 'bite-sized' portions, while icons, emojis, and pictures frequently replace text."⁸ Young people meet each on the internet, look for jobs there, rent or buy an apartment, choose and buy clothes and food, learn, read news, and so on. They are fully reliant on today's technologies and, as a result, their dependence on them is much greater.

For millennials, their smartphone is primarily a multimedia centre for entertainment and digital communication. Therein lies the principal difference between millennials and other generations, which use smartphones primarily to make phone calls. Millennials actively use messengers, social network apps, and their way of communication is beginning to gradually affect and transform business etiquette: in particular, it is recommended today to precede a phone call with a text message or messenger message to agree on a time for the call. Messengers also allow users to quickly organize a discussion between a group of people, to notify that group of something and check that the message has been received. That is their major advantage over email, and it has already become traditional. Quite possibly, thanks to millennials, email will soon become obsolete, although it is still a very popular communication instrument today (particularly in a business context). In particular, the world sends and receives over 205 billion emails daily.⁹ The dependence of millennials on their smartphones affects their consumption of all kinds of digital content. They use desktops less frequently than other generations, they watch traditional television on TV less often, and they rarely listen to music on traditional desktop players or hi-fi systems. For millennials, mobility is the paramount criterion for choosing a particular technology as an information channel (Stillman, 2018: 120–121).

⁸ 30 Facts about Today's Youth. *Sberbank*. Available at: http://www.sberbank.ru/common/img/uploaded/files/pdf/youth_presentation.pdf (accessed: 02.11.2020).

⁹ Alton L. 2017. Phone Calls, Texts or Email? Here's how Millennials Prefer to Communicate. *Forbes*. 11 May. Available at: <https://www.forbes.com/sites/larryalton/2017/05/11/how-do-millennials-prefer-to-communicate/2/#bbc1262a9686> (accessed: 02.11.2020).

Millennials have high requirements for connection speed, round-the-clock availability of online data transfer, image quality, design, user-friendliness and an intuitively understandable interface (Koroleva, 2016: 7). They expect every activity to amaze and entertain them. Edutainment as a fun way of getting educated is something that is very close to millennials' hearts. Young people are always chasing new positive impressions. They cannot abide routine. Although should their dream come true, they will likely be unable to withstand the constant kaleidoscope of vivid experiences for long. Both in education and in consumer experience, the wow-effect should be like spices: without them, food is too bland, but their overabundance will make the dish plainly inedible.

Recommendations for Working with Millennials

Millennials have underdeveloped independent planning competency (particularly strategic planning) and a poor ability to structure information. Today's young people are afraid of having to choose. It is easier for them to give up than to make a mistake. Finding solutions to problems and accepting responsibility for those solutions stresses them out immensely, particularly if they have to handle strategic problems. It is easier and more psychologically comfortable for them to refuse to resolve anything than to feel uncomfortable over a possible mistake. In addition, this generation grew up amid increasing uncertainty and instability, which, in turn, affected their ability to shape long-term plans; therefore, their solutions are mostly tactical. They resolve problems bothering them here and now without worrying about the deferred consequences of their actions.

For millennials, any mistake equals failure, and they will do anything they can to avoid failure. Therefore, it is better to ask them more frequently whether everything is going to plan and whether they need additional help or explanation. They are not very likely to approach others for help out of fear that it might be seen as a failure.

Therefore, faculty and employers should offer their young students/employees a ready-made structure and plan, yet leave enough room for manoeuvre within the system to ensure the degree of freedom the young generation needs. It is very important to separately detail assignments and the factors on which success depends and to find something to praise them for upon completion of every stage.

It is also important to understand that, psychologically, today's young people find it extremely hard to be within a polyvariant space. There must be only one correct answer. If there is no correct answer, they become frustrated because, as we have stressed before, a mistaken choice for them equals complete failure. They will not want to try again. The best policy in the course of adapting them to studying and working is to specifically emphasize that making mistakes is okay, that mistakes are an integral part of any activity.

Millennials need to be provided with leadership and mentorship. They need regular (preferably daily) feedback. Training and coaching them will take a lot of time, so it needs to be planned for in advance.

It is also important to remember that being older or higher up in the corporate hierarchy is not an argument that will necessarily convince millennials to accept on faith the words of a person higher up the ladder. Moreover, they demand communication on an equal footing regardless of their experience and competences in a particular matter and certainly regardless of their social status or age.

We also need to specify what today's young people understand by communicating "on an equal footing." It is not a communication of two adults, it is communication of a child and a "non-child." Previously, communication with an adult on an equal footing was a privilege available to few, a privilege to be earned. Now it is taken for granted, yet young people still cannot give up on freedom from responsibility for their words and actions and on a license to be immature (the Peter Pan syndrome). To eliminate the contrast and gradually switch communication into the "adult-adult" plane, rules need to be established from the outset and followed unfailingly. Reverse mentorship technology works quite well with millennials in this respect. If a millennial is responsible for the quality of an adult's communication and learning, that millennial is quicker to arrive at the understanding that success requires experience and patience.

It is necessary to remember that millennials are convinced they are exceptional. Consequently, they take any criticism very poorly. Unfortunately, schools do not teach us how to offer constructive criticism (criticizing an idea, not a person), therefore any critical remark equals failure and damage to the reputation of a specific person in the group. When millennials are convinced to try offering criticism, conversation rapidly deteriorates into personal insults and rebukes. A mentor's task here is to create a safe space for criticizing each other and resolving emerging conflicts in real time.

Millennials are ready to offer new ideas, and if their professor or employer is ready to listen to them, this will improve their motivation. Even if a professor or employer is not ready to accept young people's ideas, these ideas cannot be ignored. An ideal solution would be to allow students and employees to participate in developing the format of classes or work.

Millennials are more of team players, so their career track should be built with account for this particular strength. It is easy for them to communicate and exchange information via messengers, email, and other technical means of communication, but they are not good at in-person communication. Mostly written communication (involving graphic elements such as smileys and emojis) results in losing the skill of direct interaction. Empathy suffers because reading people's emotions live is not the same as interpreting emojis. Another feature that needs to be accounted for is that millennials are primarily focused on themselves and their own interests. They will not sacrifice their interests if the interests of the team require it. In that regard, it is important to emphasize that personal success depends on collective success.

Millennials believe it very important to maintain the work-life balance. Unlike previous generations, theirs does not have many workaholics. And this also needs to be accounted for. Millennials do not "get" the concept of gradual education and career: their information field is filled with stories of overnight success and lightning-fast ca-

reers. In this case, their expectations may be adjusted and they could be motivated by establishing a transparent system of rewarding them for their efforts within a short-term planning horizon. The young generation still has a rather developed sense of what is fair, and this sense may be used to gear them towards gradual progress to success.

Very soon, the children of millennials, Gen Z, zoomers, or the “Homeland generation,” etc., will start enrolling in universities. Their grandparents, Gen Xers, will likely continue working into their very old age because of state-of-the-art technologies, increased life span and improved quality of life. The life-long learning trend is evident now. Consequently, the job market will long be populated by several generations with different, sometimes diametrically opposed, views of many things. And if today the older generation still can afford to ignore this divergence, in a few short years it will be impossible. The most forward-looking companies are already transforming their corporate structures to meet the new demands, altering their strategies and listen to their young employees.

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Conflicts of interest.

The author declares the absence of any conflicts of interest.

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