The children now love luxury. They have bad manners, contempt for authority; they show disrespect for adults, and love to talk (or text) rather than work or exercise. They no longer rise when adults enter the room. They contradict their parents, chatter (or text) in front of company, gobble down food at the table and intimidate their teachers.”

Who said this?
Who said this?

“The children now love luxury. They have bad manners, contempt for authority; they show disrespect for adults, and love to talk (or text) rather than work or exercise. They no longer rise when adults enter the room. They contradict their parents, chatter (or text) in front of company, gobble down food at the table and intimidate their teachers.”

Socrates (469-399 B.C.)

The World We Live In

You are facilitating a small group session of second year medical students. You have 9 people in your group. One person has his laptop open when you enter the room, and keeps it open. He participates in the discussion, but it is clear that he is reading and responding to email throughout the session. At the end of the session you give him feedback that this is not appropriate. Your evaluations include one that states you are dictatorial and paternalistic.
The World We Live In: Analyze the Situation

Ann had just sorted out that she wanted to look at gender differences in the treatment of pneumonia in the hospital setting. She and her mentor are sorting out next steps by email. He asks her to review any pertinent literature about the topic. She emails him back and asks him if he has the articles. He writes back that she should do a literature search. She writes back asking if he could please identify for her how best to go about the search. She states that he is unrealistic and not respectful of her time.

Objectives

☐ Gain a better understanding of what motivates the different generations in the academic environment

☐ Better identify when conflicts in communication and professionalism “miscues” arise from generational differences

☐ Understand how these miscues can lead to perceptions of student mistreatment by faculty
Different Worlds

Factors that Define a Generation

- Common life experiences and events
- Popular culture
- Parenting behavior
- Politics and the Economy
- Science and Technology

- Different generation have different historical perspectives and different core values
Generational Differences

- These differences have received lots of attention in the business literature.
- Reflected in several aspects of performance:
  - Work ethic
  - Work life balance
  - Loyalty to the job
- Attitudinal differences do not necessarily reflect differences in *competency, commitment, or professionalism*.

Generations in the Workplace

<table>
<thead>
<tr>
<th>Generation</th>
<th>Birth Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditionalist</td>
<td>1925-1945</td>
</tr>
<tr>
<td>Baby Boomer</td>
<td>1946-1964</td>
</tr>
<tr>
<td>Generation X</td>
<td>1965-1980</td>
</tr>
<tr>
<td>Millenials</td>
<td>1981-present</td>
</tr>
</tbody>
</table>
Baby Boomers:
Defining Historical Events

- Born between 1946 and 1964
- John F. Kennedy is elected
- Cuban missile crisis
- JFK is assassinated.
- Birth control pills are introduced
- Vietnam War & protests
- Martin Luther King leads the civil rights movement
- MLK is assassinated
- Woodstock Musical Festival

Baby Boomers: Core Values

**Post WWII greatest economic expansion this county had ever seen.**

- Optimistic & Idealistic; want to make a difference
- Live to work (and to get ahead)
- Highly competitive and do not ask for help
- Uncomfortable with conflict
- Team oriented
- Traditional upbringing leading to mixed gender roles
Baby Boomers: Styles

Believe in work ("workaholic")
- Job defines their identity
- Professional & warm (but don’t get in their way)
- Intolerant of those who work shorter hours or insist on a "personal life"

Gen X: Defining Historical Events
- Born between 1965 and 1980
- Introduction of the personal computer
- Watergate scandal and first resignation of a U.S. President (Nixon).
- US corporations have massive layoffs
- Space shuttle Challenger disaster
- Exxon Valdez oil tanker spill
- AIDS
Gen X: Core Values

Came of age in an era of fallen heros

- Two career families; parents viewed as workaholic and absentee
- Time and leisure are priorities
- Question authority; cynical
- Eschew self-sacrifice
- Techno-literate
- Self-reliant & resourceful; latch key kids
- Seeking a sense of family
- Want balance; they work to live

Gen X: Styles

Work is no guarantee of survival

- “Is this going to be on the test?”
- Old chain-of-command system is burdensome.
- More egalitarian than hierarchically oriented
- Used to challenging and being challenged. Like to ask “why?”

Multitasking

- Often incorrectly accused of having little-to-no attention span.
- Process work differently: handle lots of information at the same
What Boomers Say About the Gen Xers

Boomers say . . .
- “They’re slackers.”
- “They’re rude and lack social skills.”
- “They’re always doing things their own way, instead of the ‘right’ way.”
- “They spend too much time on the Internet.”
- “They won’t wait their turn.”
### Millennials: Defining Historical Events

- Born 1981-present
- Technology & the Internet (“like air”)
- Life is short
  - “9/11” (2001)
  - Oklahoma City bombing (1995)
  - Shootings at Columbine High School (1999) and Virginia Tech University (2007)
- Busy & (over) planned lives while growing up

### Millennials: Core Values

**Information Generation**

- Hopeful
- Searching for meaningful work
- Diversity and change valued
- Technology savvy
- Parents are friends
- Less self reliant than generation X
- Greater exposure/acceptance of multiculturalism
- The globe is shrinking
Millenials: Styles

- In the “classroom” - Educational Characteristics:
  - Egalitarian preferring to work in groups & teams
  - Do not like hierarchy
  - Accustomed to adult supervision and structure
  - Communication Style: Polite, attentive, and respectful,
  - Prefer Internet resources over textbooks
  - Outcomes oriented
  - Crave immediate feedback
  - Face to face (but can be in electronic mode)
  - Want involvement in career planning

Millenials are Different

- Communicate differently
  - Always connected
  - Immediate question and answer
  - 24/7 in touch

- Function differently
  - When and where they want it

- Much less self reliant than Gen X
  - Helicopter parents vs latch key children
Opportunities for (Mis)Communication

- Differences in job expectations
- Differences in reward systems
- Difference in role models
- Hence, the challenge of translating values (which are agreed upon) into specific behaviors

Implications

<table>
<thead>
<tr>
<th>Boomers</th>
<th>Millenials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equate professionalism with work ethic</td>
<td>Focus on caring for self and family</td>
</tr>
<tr>
<td>Total dedication to the job above all else</td>
<td>Committed to balance</td>
</tr>
<tr>
<td>Perceive Millenials as not committed</td>
<td>Higher educational debt</td>
</tr>
<tr>
<td></td>
<td>Team players</td>
</tr>
<tr>
<td></td>
<td>Real time information</td>
</tr>
<tr>
<td></td>
<td>Technology focused</td>
</tr>
</tbody>
</table>
(Mis) Communications

- Scenarios presented are examples of generational miscommunications
- Why do they occur?
  - Different core values
  - Different values
  - Lack of appreciation for the ways that different generations see different situations

How We Handle Generational (Mis)Communication

- We ignore them and their consequences
- We react to them and allow miscommunications to accelerate
- We can anticipate them and try to prevent them
Summary: Generational (Mis)Communication

- Different generations have different:
  - Goals
  - Expectations
  - Priorities
- These differences present opportunities for misunderstandings
- These miscommunications present dilemmas:
  - Difficulty in achieving your goals
  - Opportunities to be misjudged

Summary: Generational (Mis)Communications

- Decide what you really want
  - What do you want for yourself?
  - What do you want out of the relationship?
- Refocus your brain on the goal you are seeking and ask: How would I behave if I wanted **these results from the person that I am interacting with**?
- Remember that the only person you can directly control is yourself—you can’t change the situation, only how you react