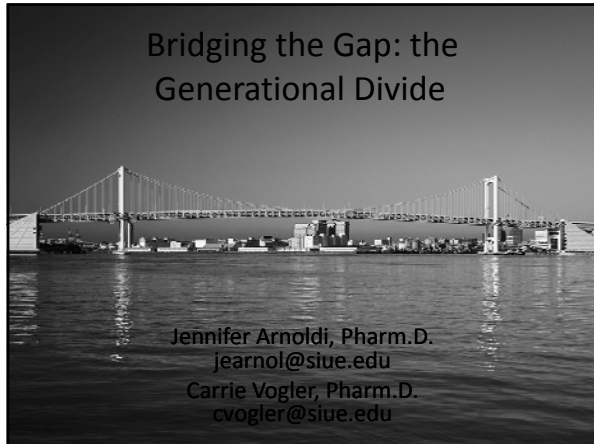


## Bridging the Gap: the Generational Divide



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## Conflict of Interest

- Jennifer Arnoldi, Pharm.D. has no conflicts of interest to declare
- Carrie Vogler, Pharm.D. has no conflicts of interest to declare

## Objectives

- Explain how generational differences influence communication and interpersonal dynamics
- Recognize intergenerational perceptions and their impact on professionalism
- Describe generational differences when setting expectations for obtaining and providing high quality feedback

## Show Us Your Cards!

- Do you know what a “Millennial” is?
  - A: Yes
  - B: No
- How well do you feel you understand the characteristic traits of each generation?
  - A. Very well
  - B. Somewhat well
  - C. Not well
  - D. What is a generation?



## What is a Generation?


- “A group of individuals born and living contemporaneously”
  - Generations share a place in history in time
  - Have events, images and experiences in common
  - Develop their own unique personalities
- Regardless of birth country, a generation is a group of people who are “programmed at the same time in history”
- Generations can overlap at their endpoints

1. Moreno O, Walton L, Brunett P, Akhtar S, et al. Teaching Across the Generation Gap: A Consensus from the Council of Emergency Medicine Residency Directors 2009 Academic Assembly. Society for Academic Emergency Medicine 2009: 518-523.  
2. Zemke R, Raines C, Filipczak B. *Generations at Work*. New York: Performance Research Associates, Inc., 2000.  
3. Arnsperger A. (2008) “40in18ms: Succeeding with Colleagues, Cohorts & Customers.” Retrieved November 5, 2010 from [http://generationnetwork.com/articles\\_succeeding.php](http://generationnetwork.com/articles_succeeding.php).

## Current Generations

- Veterans 1922-1945








Moreno O, Walton L, Brunett P, Akhtar S, et al. Teaching Across the Generation Gap: A Consensus from the Council of Emergency Medicine Residency Directors 2009 Academic Assembly. Society for Academic Emergency Medicine 2009: 518-523.

### Current Generations




- Veterans 1922-1945
- Baby Boomers 1945-1960

Moreno O, Walton L, Brunett P, Alhtar S, et al. Teaching Across the Generation Gap: A Consensus from the Council of Emergency Medicine Residency Directors 2009 Academic Assembly. Society for Academic Emergency Medicine 2009: 519-523.

### Current Generations




- Veterans 1922-1945
- Baby Boomers 1945-1960
- Generation X 1960-1980

Moreno O, Walton L, Brunett P, Alhtar S, et al. Teaching Across the Generation Gap: A Consensus from the Council of Emergency Medicine Residency Directors 2009 Academic Assembly. Society for Academic Emergency Medicine 2009: 519-523.

### Current Generations

- Veterans 1922-1945
- Baby Boomers 1945-1960
- Generation X 1960-1980
- Millennials 1980-2000

Moreno O, Walton L, Brunett P, Alhtar S, et al. Teaching Across the Generation Gap: A Consensus from the Council of Emergency Medicine Residency Directors 2009 Academic Assembly. Society for Academic Emergency Medicine 2009: 519-523.

### Veterans

- 52 million people born prior to WWII
- AKA: Traditionalists, WWII Generation, The Silent Generation, Seniors

What Other Generations Say About Veterans:		
Baby Boomers	Generation X	Millennials
<ul style="list-style-type: none"> <li>• Dictatorial</li> <li>• Rigid, inflexible</li> <li>• Can't adapt to change</li> <li>• Inhibited</li> <li>• Technology dinosaurs</li> <li>• Narrow</li> </ul>	<ul style="list-style-type: none"> <li>• Set in their ways</li> <li>• "Learn to email!"</li> <li>• They too shall pass</li> <li>• They've got all the money</li> </ul>	<ul style="list-style-type: none"> <li>• Trustworthy</li> <li>• Brave</li> <li>• Good leaders</li> </ul>

Zemke R, Raines C, Filipczak B. Generations at Work. New York: Performance Research Associates, Inc., 2000.

### Baby Boomers

- 73.2 million people born during WWII
- Raised in the era of extreme optimism, opportunity, and progress

What Other Generations Say About Baby Boomers:		
Veterans	Generation X	Millennials
<ul style="list-style-type: none"> <li>• They talk about things they ought to keep private</li> <li>• They are self-absorbed</li> </ul>	<ul style="list-style-type: none"> <li>• Self-righteous</li> <li>• Workaholics</li> <li>• Too political</li> <li>• They talk the talk but don't walk the walk</li> <li>• Lighten up!</li> </ul>	<ul style="list-style-type: none"> <li>• They're cool</li> <li>• They are up to date</li> <li>• They work too much</li> </ul>

Zemke R, Raines C, Filipczak B. Generations at Work. New York: Performance Research Associates, Inc., 2000.

### Generation X

- 70.1 million born after the blush of baby
- AKA Xers, 20-somethings, Baby busters, Post-boomers

What Other Generations Say About Generation X:		
Veterans	Baby Boomers	Millennials
<ul style="list-style-type: none"> <li>• Uneducated</li> <li>• Don't respect experience</li> <li>• Don't follow procedure</li> <li>• Don't know what hard work is</li> </ul>	<ul style="list-style-type: none"> <li>• Slackers</li> <li>• Rude</li> <li>• Lack social skills</li> <li>• They do things their own way</li> <li>• They spend too much time on the internet</li> </ul>	<ul style="list-style-type: none"> <li>• Cheer up!</li> </ul>

Zemke R, Raines C, Filipczak B. Generations at Work. New York: Performance Research Associates, Inc., 2000.

## Millennials

- Also known as Gen Y, Nexter, or Echo Boomer

What Other Generations Say About Millennials:		
Veterans	Baby Boomers	Generation X
<ul style="list-style-type: none"> <li>• Good manners</li> <li>• Smart</li> <li>• Need to toughen up</li> <li>• Watch too much television</li> </ul>	<ul style="list-style-type: none"> <li>• Need more discipline</li> <li>• Techno-savvy</li> <li>• Need to learn how to entertain themselves</li> <li>• Need too much attention</li> </ul>	<ul style="list-style-type: none"> <li>• Neo-boomers</li> <li>• Self-absorbed</li> <li>• Spoiled brats</li> </ul>

Zemke R, Raines C, Filipczak B. Generations at Work. New York: Performance Research Associates, Inc., 2000.

## Strengths

Veterans	Baby Boomers	Generation X	Millennials
<ul style="list-style-type: none"> <li>• Strong work ethic</li> <li>• Wealth of experience</li> <li>• Discipline</li> <li>• Loyalty</li> <li>• Emotional maturity</li> <li>• Believe in the "greater good"</li> <li>• Focus and perseverance</li> <li>• Stability</li> <li>• Work is a privilege</li> </ul>	<ul style="list-style-type: none"> <li>• Committed to customer service</li> <li>• Dedicated</li> <li>• Good team members</li> <li>• Optimistic</li> <li>• Future-oriented</li> <li>• Wealth of experience and knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Adaptable</li> <li>• Technologically literate</li> <li>• Independent</li> <li>• Creative</li> <li>• Expect to contribute</li> <li>• Will buck the system</li> </ul>	<ul style="list-style-type: none"> <li>• Optimistic</li> <li>• Able to multi-task</li> <li>• Technologically savvy</li> <li>• Goal- and achievement-oriented</li> <li>• Work effectively in teams and independently</li> <li>• Comfortable with diversity</li> </ul>

Arnsperger A. (2008) "4GenRBns: Succeeding with Colleagues, Cohorts & Customers." Retrieved November 5, 2010 from [http://generationsatwork.com/articles\\_succeeding.php](http://generationsatwork.com/articles_succeeding.php).

## Challenges

Veterans	Baby Boomers	Generation X	Millennials
<ul style="list-style-type: none"> <li>• Reluctant to buck the system</li> <li>• Hesitate to speak up when they disagree</li> <li>• Uncomfortable with conflict</li> </ul>	<ul style="list-style-type: none"> <li>• Uncomfortable with conflict</li> <li>• Can put process ahead of results</li> </ul>	<ul style="list-style-type: none"> <li>• Skeptical</li> <li>• Distrust authority</li> <li>• Less attracted to leadership positions</li> </ul>	<ul style="list-style-type: none"> <li>• Need supervision and structure</li> <li>• Inexperienced</li> <li>• Desire fun work atmosphere</li> <li>• Communication skills</li> </ul>

Arnsperger A. (2008) "4GenRBns: Succeeding with Colleagues, Cohorts & Customers." Retrieved November 5, 2010 from [http://generationsatwork.com/articles\\_succeeding.php](http://generationsatwork.com/articles_succeeding.php).

## Motivations

Veterans	Baby Boomers	Generation X	Millennials
<ul style="list-style-type: none"> <li>• Results</li> <li>• Respect and acknowledgement</li> <li>• Rewards for perseverance and work ethic</li> </ul>	<ul style="list-style-type: none"> <li>• Getting involved</li> <li>• Being shown how they can make a difference</li> <li>• Having their opinion valued</li> <li>• Recognition</li> </ul>	<ul style="list-style-type: none"> <li>• Flexible schedules</li> <li>• Independence</li> <li>• Limited rules</li> <li>• Informality</li> </ul>	<ul style="list-style-type: none"> <li>• Tasks match personal goals</li> <li>• Learning</li> <li>• An approachable boss</li> <li>• Adequate time and flexibility</li> <li>• Making a difference</li> </ul>

Arnsperger A. (2008) "4GenRBns: Succeeding with Colleagues, Cohorts & Customers." Retrieved November 5, 2010 from [http://generationsatwork.com/articles\\_succeeding.php](http://generationsatwork.com/articles_succeeding.php).

## Summary of Generational Traits

	Millennial	Generation X	Baby Boomers	Veterans
Outlook	Hopeful	Skeptical	Optimistic	Practical
Work Ethic	Ambitious	Balanced	Driven	Dedicated
View of Authority	Relaxed, Polite	Unimpressed	Love/Hate	Respectful
Leadership By	Achievement	Competence	Consensus	Hierarchy
Relationships	Loyal, inclusive	Reluctant to Commit	Personal Gratification	Self-sacrifice
Perspective	Civic-minded	Self-reliant	Team-oriented	Civic-minded
Turn-Offs	Promiscuity	Cliché, Hype	Political Incorrectness	Vulgarity

Arnsperger A. (2008) "4GenRBns: Succeeding with Colleagues, Cohorts & Customers." Retrieved November 5, 2010 from [http://generationsatwork.com/articles\\_succeeding.php](http://generationsatwork.com/articles_succeeding.php).

## Working with Boomers

- Mentor
- Traditional work ethic
- "That's the way we've always done it"
- Common ground
  - Optimism
  - Relationship building
  - Hardworking

Orrell, Lisa. Millennials into Leadership: The Ultimate Guide for Gen Y's Aspiring to Be Effective, Respected, Young Leaders at Work. Intelligent Women Publishing, of Wyatt-Mackenzie; November 12, 2009.

### Generation Jones?

- Youngest Baby Boomers (1954-1965)
- Many senior executives
- Characteristics of Gen Xers and Boomers
  - Want to socialize but work alone
  - Workaholics
  - Quiet optimism

Orrell, Lisa. Millennials into Leadership: The Ultimate Guide for Gen Y's Aspiring to Be Effective, Respected, Young Leaders at Work. Intelligent Women Publishing, of Wyatt-Mackenzie: November 12, 2009.

### Working with Gen Xers

- *Leave me alone so I can do what I do, how I want to do it*
- Work-life balance
- Prefer direct communication

Orrell, Lisa. Millennials into Leadership: The Ultimate Guide for Gen Y's Aspiring to Be Effective, Respected, Young Leaders at Work. Intelligent Women Publishing, of Wyatt-Mackenzie: November 12, 2009.

### Talking 'bout My Generation

- How well do you feel you fit into your generation's characteristic traits?
  - A. You have me pegged
  - B. I can kind of see it
  - C. I think I was born in the wrong year
  - D. Wait, what am I again?

Orrell, Lisa. Millennials into Leadership: The Ultimate Guide for Gen Y's Aspiring to Be Effective, Respected, Young Leaders at Work. Intelligent Women Publishing, of Wyatt-Mackenzie: November 12, 2009.


### Everyone Agrees...

- Work is a vehicle for personal fulfillment and satisfaction, not just for a paycheck
- Workplace culture is important
- Trust is key for job satisfaction
- They need to feel valued by their employer
- They want flexibility in the workplace
- Success is finding a company they can stay with for a long time
- Career development is the most valued form of recognition

Arensperger A. (2008) "4GenRBots: Succeeding with Colleagues, Cohorts & Customers." Retrieved November 5, 2010 from [http://generationnetwork.com/articles\\_succeeding.php](http://generationnetwork.com/articles_succeeding.php).

### Benefits to a Multi-Generational Work Team

- More innovative
- Flexibility
- Attract and retain talented people of all ages
- Meet the needs of a diverse public
- Gain and keep greater market share
- Decisions are stronger because they are broad based



Zemke R, Raines C, Filipczak B. Generations at Work. New York: Performance Research Associates, Inc., 2000.

### Caution: Generations at Work

- Millennials and Gen Xers
  - Sibling dynamic
  - Competition
- Desire for different leadership styles
  - Boomers respect hierarchy
  - Gen Xers can distrust authority
  - Millennials want to participate

Orrell, Lisa. Millennials into Leadership: The Ultimate Guide for Gen Y's Aspiring to Be Effective, Respected, Young Leaders at Work. Intelligent Women Publishing, of Wyatt-Mackenzie: November 12, 2009.

### Communication Strategies


- Assessment and continual improvement
- Be honest
- Don't just recite facts: explain!
- Use emotion / storytelling
- 80 / 20 rule
- Active listening

Orvell, Lisa. *Millennials into Leadership: The Ultimate Guide for Gen Y's Aspiring to Be Effective, Respected, Young Leaders at Work*. Intelligent Women Publishing, of Wyatt-Mackenzie; November 12, 2009.

### Keep it Professional

- Profession: group of individuals pursuing an occupation or career
  - Individuals profess a common purpose
- Perception that changes in health care are eroding professional standards of HCPs
  - Managed care & cost containment
  - Demand for systems ensuring safety
  - Technology-driven changes

American Society of Health-System Pharmacists. ASHP statement on professionalism. *Am J Health Syst Pharm*. 2008 Jan 15;65(2):172-4.



### Pharmacist Responsibilities

- Place the well-being of the patient at the center
- Maintain professional competence through lifelong learning and contemplation
- Serve not only their patients but also their profession
- Commit to improve health care institutions

American Society of Health-System Pharmacists. ASHP statement on professionalism. *Am J Health Syst Pharm*. 2008 Jan 15;65(2):172-4.

“Behavior is a mirror in which everyone displays his own image.” – Johann Wolfgang von Goethe

American Society of Health-System Pharmacists. ASHP statement on professionalism. *Am J Health Syst Pharm*. 2008 Jan 15;65(2):172-4.

### Activity: Characteristics of a Professional

- Knowledge and skills of the profession
- Commitment to self-improvement of skills and knowledge
- Service orientation
- Pride in and service to the profession
- Covenantal relationship with the patient
- Creativity and innovation
- Conscience and trustworthiness
- Accountability for his or her work
- Ethically sound decision-making
- Leadership

American Society of Health-System Pharmacists. ASHP statement on professionalism. *Am J Health Syst Pharm*. 2008 Jan 15;65(2):172-4.

### Tips to Stay Professional

- Personal plan of professional development
  - Encourage colleagues to do the same and share the results
- CE as an opportunity vs obligation
- “Inconsistent socialization”
- Review policies
- Give constructive feedback when appropriate

1. American Society of Health-System Pharmacists. ASHP statement on professionalism. *Am J Health Syst Pharm*. 2008 Jan 15;65(2):172-4.  
2. Hammer D. Improving Student Professionalism During Experiential Learning. *Am J Pharm Educ*. 2006; June 15; 70(3): 59.

### What is feedback?

- An informed, non-evaluative, objective appraisal of performance
- Instructs student how to maintain or improve the performance
- Confused with encouragement, evaluation, constructive criticism, and self-reflection

1. Ende, J. Feedback in Clinical Medical Education. JAMA 1983; 250: 777-781.  
2. Medina MS. Providing feedback to assess pharmacy students' performance. AMJ Health-Syst Pharm 2007; 64: 2544-2545.



### Sharing Feedback

- How comfortable are you asking for feedback?
  - A. All about it
  - B. Depends on who I'm asking
  - C. If I have to
- How often do you expect feedback (at school or work)?
  - A. All feedback, all the time
  - B. Once a day
  - C. After I complete a task
  - D. Only when I do something wrong



### Asking for Feedback

- Who
  - Trusted people who observe you in action
  - Seek honest feedback
- When
- What
  - Targeted question
  - Discuss strengths, weaknesses, and goals
- How
  - Open ended questions



### Receiving Feedback

- Know the expectations
- Listen thoroughly
- No excuses or blame
- Thank the person giving you feedback
- Be willing to do something about the feedback you receive



### Quality Feedback

- Teacher and trainee have common goals
- Well timed and expected
- Regulated in quantity and based on behaviors that are remediable
- Based on specific performances not generalizations
- Deal with decisions and actions rather than assumed intentions or interpretations

Ende, J. Feedback in Clinical Medical Education, JAMA 1983; 250: 777-781.



### In Summary...

- Generational differences influence communication and interpersonal dynamics
- Maintaining professionalism will help in forming intergenerational relationships
- Objective feedback can guide teachers and trainees towards meeting a common goal



**What Questions Can We Answer for You?**

**Bridging the Gap: The  
Generational Divide**

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1. Moreno O, Walton L, Brunett P, Akhtar S, et al. Teaching Across the Generation Gap: A Consensus from the Council of Emergency Medicine Residency Directors 2009 Academic Assembly. Society for Academic Emergency Medicine 2009: S19-S23.
2. Zemke R, Raines C, Flipczak B. *Generations at Work*. New York: Performance Research Associates, Inc. , 2000.
3. Arnsparger A. (2008) "4GenR8tns: Succeeding with Colleagues, Cohorts & Customers." Retrieved November 5, 2010 from [http://generationsatwork.com/articles\\_succeeding.php](http://generationsatwork.com/articles_succeeding.php).
4. Orrell, Lisa. *Millennials into Leadership: The Ultimate Guide for Gen Y's Aspiring to Be Effective, Respected, Young Leaders at Work*. Intelligent Women Publishing, of Wyatt-MacKenzie: November 12, 2009.
5. American Society of Health-System Pharmacists. ASHP statement on professionalism. *Am J Health Syst Pharm*. 2008 Jan 15;65(2):172-4.
6. Hammer D. Improving Student Professionalism During Experiential Learning. *Am J Pharm Educ*. 2006 June 15; 70(3): 59.
7. Ende, J. Feedback in Clinical Medical Education. *JAMA* 1983: 250; 777-781.
8. Medina MS. Providing feedback to assess pharmacy students' performance. *AMJ Health-Syst Pharm* 2007; 64; 2544-2545.



ICHP/MSHP 2011 Spring Meeting  
Student Session – Bridging the Gap: The Generational Divide  
Jennifer Arnoldi, Pharm.D. and Carrie Vogler, Pharm.D.

Post Test Questions:

1. Colleagues of different generations:
  - a. Don't require trust for job satisfaction
  - b. Cannot work with other generations effectively
  - c. Need to feel valued by their employer
  - d. Think a paycheck is the most valued form of recognition
  
2. Which of the following is a benefit of a multi-generational work team?
  - a. A rigid infrastructure
  - b. Meets the needs of a diverse public
  - c. Lose and decrease market share
  - d. Changes are kept to a minimum
  
3. Which of the following will improve professionalism?
  - a. Creating a personal plan for development
  - b. "Borrowing" CE test answers from a coworker
  - c. Blaming your mistakes on others
  - d. Making decisions without thinking about the consequences
  
4. When receiving feedback, you should:
  - a. Interrupt the person giving feedback to make excuses for your performance
  - b. Take the feedback personally and let it affect your work
  - c. Formulate your response in your mind during the feedback session
  - d. Listen thoroughly and integrate the feedback into your work
  
5. Which of the following is most appropriate when asking for feedback?
  - a. Ask your best friend at work who always says the nicest things
  - b. Make sure ask to discuss strengths, weaknesses, and goals
  - c. Ask yes or no questions so the answer will be clear
  - d. Request feedback at a time most convenient for yourself