Bridging the Generation Gap: Teaching, Learning and Working Across Generations

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The speaker has no actual or potential conflict of interest in relation to this presentation.
Presentation Objectives

• Describe the theory of andragogy and strategies to best achieve learning in this population

• Define the five different generations in the workplace in 2016

• Summarize the differences and similarities while evaluating the motivations and hurdles to each of the five generations in the workplace today

• Effectively evaluate and support coworkers, employees and learners across all generations
Outline

• Learning Through the Lifespan
  — Pedagogy vs. andragogy
  — Importance of assessment

• Defining Generations
  — Age ranges
  — Defining characteristics

• Generations as a Construct of Attitudes and Perception
  — Differences leading to tension
  — Utilizing differences to drive positive change
Pedagogy vs. Andragogy

• Pedagogy
  — A set of assumptions about children as learners
  — Focuses on a teacher all knowing

• Andragogy
  — A set of assumptions about adults as learners that focuses on the role of a teacher as a facilitator for student centered learning
  — The teacher is no longer the *oracle or sage* within the adult leaner classroom but rather a guide or facilitator who participates in the learning process

Change of Process Not Goal

Bloom’s Taxonomy

- **create**
  - Produce new or original work
  - Design, assemble, construct, conjecture, develop, formulate, author, investigate
- **evaluate**
  - Justify a stand or decision
  - Appraise, argue, defend, judge, select, support, value, critique, weigh
- **analyze**
  - Draw connections among ideas
  - Differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test
- **apply**
  - Use information in new situations
  - Execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch
- **understand**
  - Explain ideas or concepts
  - Classify, describe, discuss, explain, identify, locate, recognize, report, select, translate
- **remember**
  - Recall facts and basic concepts
  - Define, duplicate, list, memorize, repeat, state

Andragogy

• Adult learning theory is based on constructivism
  – The need for flexibility and settings that are nonthreatening to the learning process are paramount

• Knowles’ theory of andragogy and its assumptions:
  – Adults need to know why they should learn something
  – Adults need to learn experientially
  – Adults become ready to learn those things they need to know
  – Adults approach learning as problem solving
  – Adults need motivation to learn
Strategies for Effective Andragogy

• Active Learning
  — Focus on developing students’ skills rather than transmitting information
  — Require that students **DO** something: (read, discuss, or write) that requires higher-order thinking
  — Place emphasis on students’ explorations of their own attitudes and values

![Probability of failure](chart)

Strategies for Effective Andragogy

• Just in Time Teaching
  — Shifting the transfer of knowledge from during class to independent work before class
  — Relies on a feedback loop between web-based learning materials and the classroom

• Team-Based Learning
  — Structured form of small-group learning that emphasizes student preparation out of class and application of knowledge in class
  — KEY: Ensure out of class learning
<table>
<thead>
<tr>
<th>Traditional Learner</th>
<th>21st Century Learner</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sit and get</td>
<td>• Move, experiment</td>
</tr>
<tr>
<td>• Learner as receptor</td>
<td>• Learner as initiator</td>
</tr>
<tr>
<td>• Expectations same for all</td>
<td>• Student navigates choices</td>
</tr>
<tr>
<td>• Product oriented</td>
<td>• Process &amp; product oriented</td>
</tr>
<tr>
<td>• Teacher tells</td>
<td>• Student constructs meaning</td>
</tr>
<tr>
<td>• Paper/pencil driven</td>
<td>• Technology enhanced learning; multimedia driven</td>
</tr>
<tr>
<td>• Explicit directions</td>
<td>• No limits</td>
</tr>
<tr>
<td>• Isolated learning; private</td>
<td>• Shared globally; collaborates</td>
</tr>
<tr>
<td>• Compliant</td>
<td>• Problem solver</td>
</tr>
<tr>
<td>• Answers are primary</td>
<td>• Questions are primary</td>
</tr>
<tr>
<td>• Closed system</td>
<td>• Open system</td>
</tr>
<tr>
<td>• Stayed the same</td>
<td>• Changes constantly</td>
</tr>
<tr>
<td>• Knows facts</td>
<td>• Inquirer</td>
</tr>
<tr>
<td>• There is a right way</td>
<td>• No right way</td>
</tr>
<tr>
<td>• Wait for results</td>
<td>• Immediate gratification</td>
</tr>
</tbody>
</table>
Defining Generations
## 5 Generations in the Workplace

<table>
<thead>
<tr>
<th>Generation</th>
<th>Born Dates</th>
<th>Age in 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Silent Generation</td>
<td>1928 - 1945</td>
<td>72 - 89</td>
</tr>
<tr>
<td>Baby Boomer</td>
<td>1946 - 1964</td>
<td>53 - 71</td>
</tr>
<tr>
<td>Generation X</td>
<td>1965 - 1980</td>
<td>37 - 52</td>
</tr>
<tr>
<td>Millennial</td>
<td>1981 - 1997</td>
<td>20 - 36</td>
</tr>
<tr>
<td>Generation Z</td>
<td>After 1997</td>
<td>0 - 19</td>
</tr>
</tbody>
</table>

**Traditionalists**

Traditionalists are motivated by money, but also want to be respected.

**Preferred recognition style:** subtle, personalized recognition and feedback.
**Welcomed benefits:** long-term care insurance, catch-up retirement funding.

**Baby Boomers**

Baby Boomers prefer monetary rewards, but also value flexible retirement planning and peer recognition.

**Preferred recognition style:** acknowledgement of their input and expertise; prestigious job titles, parking places and office size are measures of success.
**Welcomed benefits:** 401(k) matching funds, sabbaticals, catch-up retirement funding.

**Generation X**

Generation X values bonuses and stock as monetary rewards and workplace flexibility as a non-monetary reward.

**Preferred recognition style:** informal, rapid and publicly communicated.
**Welcomed benefits:** telecommuting and tuition reimbursement.

**Generation Y**

Generation Y wants stock options as a monetary reward and values feedback as a non-monetary reward.

**Preferred recognition style:** regular, informal communication through company chat or social networks.
**Welcomed benefits:** flexible schedules, continued learning.

**Generation Z**

Generation Z is more interested in social rewards (mentorship and constant feedback) than money, but also is motivated by meaningful work and being given responsibility.

**Preferred recognition style:** regular in-person public praise.
**Welcomed benefits:** online training and certification programs.
Millennials, the Largest Generation in US Labor Force

Generations as a Construct of Attitudes and Perception
Differences that Lead to Tension

**Builders**
born 1927-1945

- Formality and Rules
- Hierarchy
- Respect for Authority
- Formal Recognition
- Live to Work
- Value Hard Work
- Company Loyalty

“Builders believe promotions, raises, and recognition should come from job tenure”

**Baby Boomers**
born 1946-1964

- Financial Security
- Job Security
- Driven
- Live to Work
- Resistant to Change
- Company Loyalty

“Baby Boomers are not tech-savvy”

“Work ethic is measured in hours worked”

**Generation X**
born 1965-1982

- Embrace Change
- Informality
- Work/Life Balance
- Ongoing Feedback
- Work to Live
- Lack of Company Loyalty

“Gen X questions formal authority and rejects rules”

**Millennials**
born 1983-2001

- Social Media
- Globally Conscious
- Meaningful Work
- Quick Information Access
- Workplace Flexibility
- Connected

“Millennials are lazy and self-entitled”

“Millennials like to job hop”

Differences that Lead to Tension

• Ageism in society
  — Bias is so ingrained in our culture, we frequently do not recognize it
  — Seen from both a younger to older and younger to older

• Rapid advances in technology
  — Assumption that older generations cannot or will not understand technology

https://www.washingtonpost.com/lifestyle/magazine/baby-boomers-are-taking-on-ageism--and-losing/2016/08/03/43d6664c-120c-11e6-8967-7ac733c56f12_story.html?utm_term=.182598c556cf
Utilizing Differences to Drive Positive Change

• Team based learning
  – Utilize teams with members of all generations to form workgroups
  – Synergy of innovation mixed with experience

• Create a culture where it is OK to admit deficiencies
  – Seek out those who can help you fill the gaps
  – Lifelong learning
Strategies to Aid Teams

• Seek to understand individual work styles and how people like to be recognized for accomplishments

• Promote collaboration and celebration
  — Explore online platforms

• Make the patient the mutual priority
  — Create a common purpose
Motivating All Generations

• Develop strengths through a mentorship program
  — Explore reverse mentorship

• Define culture in a way that can be explained to everyone
  — Survey all stakeholders to get a 360-degree view of the culture

• Enhance well-being
  — Wellness, performance management and branding
  — Enable personal growth and work/life balance
Communication

• Different generations have different communication styles and preferences

• Meeting Cancelation:
  – Baby Boomer: phone call or voicemail
  – Millennial: cancellation via text message
  – Generation Z: SnapChat message

• Frequency in communication demanded by each generation may differ
  – Millennials often seek continuous feedback, preceding generations may be fine with more infrequent and formal reviews

Utilize Emotional Intelligence

Understand the values and needs of all generations

- Seek to understand these needs in order to better meet them
- Exploring preferences in communication, time-off, technology

“The range of what we think and do is limited by what we fail to notice.”

- Daniel Golman
Utilizing Emotional Intelligence

**Personal Competence**

- **Self-Awareness**
  - Emotional Self-aware
  - Accurate Self-assessment
  - Self Confidence

- **Self-Management**
  - Control of emotions
  - Commitment
  - Conscientious

**Social Competence**

- **Social Awareness**
  - Empathy
  - Organizational awareness
  - Service organization

- **Relationship Management**
  - Communication Skills
  - Ability to persuade and lead
  - Develop strong working relationships


Additional Resources
Additional Resources


• TED Talks
  — The Generation that’s Remaking China: https://www.ted.com/talks/yang_lan

Key Takeaways

• Utilizing age appropriate teaching strategies is of paramount importance
  — This does not change the information that needs to be provided, just the WAY in which the information is provided

• Currently there are five generations in the workplace

• Different generations have distinct learning and teaching preferences
  — This translates to different preferences at work

• Framing differences in generations is key to success in creating a dynamic and cooperative workforce
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