The Power of Seeing: Leading & Teaching Effectively Across Generations

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Duke Health
Conflicts of Interest

• None
Confessions of Interest
Objectives

1. Review the values, attitudes, and communication styles ascribed to different generations.

2. Describe the current needs and expectations of our learners.

3. Discuss how the concept of “seeing” can be used to foster belonging and wellness in our learning communities.
Generations

Shared Connection to Defining Moments
- World Events
- Technology
- Job Opportunities
- Music
- Heroes

Shared Personality
- Attitudes
- Values
- Relationship to work
- Communication styles
<table>
<thead>
<tr>
<th>Generation</th>
<th>Traditionalists</th>
<th>Boomers</th>
<th>Gen X</th>
<th>Gen Y</th>
<th>Gen Z</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generation</td>
<td>Silent</td>
<td>Me</td>
<td>Sandwich</td>
<td>Millennials</td>
<td>Digital Natives</td>
</tr>
<tr>
<td>Age</td>
<td>80+</td>
<td>63-80</td>
<td>43-63</td>
<td>27-43</td>
<td>8-27</td>
</tr>
<tr>
<td>Traditionalists</td>
<td>Baby Boomers</td>
<td>Gen Xers</td>
<td>Millennials</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Great Depression</td>
<td>Vietnam</td>
<td>Challenger Disaster</td>
<td>War on Terror</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WWII</td>
<td>Civil Rights Movement</td>
<td>Watergate</td>
<td>Columbine/Oklahoma City</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Deal</td>
<td>Space Race</td>
<td>Chernobyl</td>
<td>Social Media</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assasinations</td>
<td>AIDS</td>
<td>Reality TV</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mickey Mouse, Tarzan, Wheaties</td>
<td>Ed Sullivan show, TV dinners, Peace Sign</td>
<td>Brady Bunch, Cabbage Patch Dolls, <em>The Simpsons</em></td>
<td>Transformers, Harry Potter, Nemo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Superman, FDR, Winston Churchill, Babe Ruth</td>
<td>MLK, JFK, Gandhi, John Glenn</td>
<td>-</td>
<td>Parents, Captain Scully, Firefighters at ground zero</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Baby Boomers (1946-1964)

<table>
<thead>
<tr>
<th>Value</th>
<th>Assets</th>
<th>Liability</th>
<th>Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loyal employer</td>
<td>Strong work ethic</td>
<td>Defensive to feedback</td>
<td></td>
</tr>
<tr>
<td>Respect</td>
<td>Team player/mentorship</td>
<td>Judgmental</td>
<td></td>
</tr>
<tr>
<td>Chance to mentor</td>
<td>Optimism</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

You are important to our success  
We need you.  
We would like you to mentor…
Gen X (1960-1980)

<table>
<thead>
<tr>
<th>Value</th>
<th>Assets</th>
<th>Liability</th>
<th>Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trustworthy employer</td>
<td>Independence</td>
<td>Skeptical</td>
<td></td>
</tr>
<tr>
<td>Autonomy</td>
<td>Adaptive/Resourceful</td>
<td>Distrustful of authority</td>
<td></td>
</tr>
<tr>
<td>Self-Reliance</td>
<td>Innovative</td>
<td>Inadept at office politics</td>
<td></td>
</tr>
<tr>
<td>Balance &amp; Fun</td>
<td></td>
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</tbody>
</table>
# Millennials (1980-2000)

<table>
<thead>
<tr>
<th>Value</th>
<th>Assets</th>
<th>Liability</th>
<th>Motivation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empathetic employer</td>
<td>Tech-Savvy</td>
<td>Need supervision and structure</td>
<td></td>
</tr>
<tr>
<td>Meaningful Work</td>
<td>Collaborative</td>
<td>Demand constant feedback</td>
<td></td>
</tr>
<tr>
<td>Training for new skills</td>
<td>Optimism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flexibility</td>
<td>Adept at change</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

"You can make a difference here"
"You will work on a team with other bright creative people"
Generational Change

<table>
<thead>
<tr>
<th>Baby Boomer</th>
<th>Gen X</th>
<th>Millennials</th>
<th>Gen Z</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loyal employer</td>
<td>Trustworthy employer</td>
<td>Empathetic employer</td>
<td>Culturally competent employer</td>
</tr>
<tr>
<td>Respect</td>
<td>Autonomy</td>
<td>Flexibility</td>
<td>Stability</td>
</tr>
</tbody>
</table>
5 things to keep in mind when you hear about Gen Z, Millennials, Boomers, and other generations
- Michael Dimock, Pew Research Center

1. Generational categories are not scientifically defined
2. Generational labels can lead to stereotypes and oversimplification
3. Discussion about generation often focus on difference instead of similarities
4. Conventional views of generations can carry an upper-class bias
5. People change over time
“Every generation imagines itself to be more intelligent than the one before it, and wiser than that the one that comes after it.”

- George Orwell
Understanding
What would you like education leaders to know about your generation with respect to communication and teaching?

What are things that educators should avoid?
What would you like education leaders to know about your generation with respect to communication and teaching?

What are things that educators should avoid?
MS1s

• Didactics should be interactive. Prefer to be engaged, not talked at.

• Clear communication and objectives.
  • Clarity over resources

• Embracing technology
  • Laptops in classroom

• Safe space for questioning
  • Gaining clarity. Not challenging authority.
  • Mindful of response if not time for questioning
MS1s continued

• Hierarchy
  • Don’t take at face value (it is the way it is)
  • Like to understand the why

• Clarity over titles
  • Correlation between email signatures and how to be addressed
MS2s

• Don’t:
  • “Back in my day...”
  • Using teaching in pejorative fashion (in front of patients)
  • Replying to questions with “don’t need to know”
MS2s

• Do
  • Create partnership and group learning
    • Pose questions you don’t know either

  • Create and confirm learning/safe space
    • Acknowledge with constant pressure that being evaluated
    • Being “supervised” versus “watched”

• Frame questions
  • “I am asking because you are here to learn, not know everything”
MS2s

• Do
  • Clear and consistent objectives
    • Teaching faculty aligned with course objectives
  • Team building & inclusivity
    • “We” rather than “You”
    • Attendings taking on tasks (e.g., making appointments)
Collective Language

The Power of “We”
Call to shared action

The Harm of “We”
Claim to shared experience
Space to Learn

Clear Expectations

Partnership
What do Millennials want from supervisors?

• Let us make it our own
• Tell us how we are doing
• Connect us
• Tune into our technology
• Be approachable
• Believe in us
• Be someone we can believe in

“I have learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.”

- Maya Angelou
Communication

• The imparting or exchanging of information or news
  • Derived from the Latin word “communicare” which means to impart or transmit
  • “Communicare” is derived from the root “Communis” which means to make common or to share
- “I see you”
- “It’s good to be seen”

SAWUBONA
“I see you”
“I See You”
How did you make people be seen?

• Made sure they knew they were valued
• Gave time to be listened to and heard
• Acknowledged that their work has importance
• Opportunity to share personal experience and perspective before change
Commentary

For Black Scientists, the Sorrow Is Also Personal

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https://doi.org/10.1016/j.cell.2020.06.028

I have tried to live in a world that does not see color but have only succeeded in living in a world that does not see me.
Nobody cares how much you know, until they know how much you care.
Coaching

• Name a favorite coach?

• In a few words, why? (optional)
Favorite coach? Why?

Start presenting to display the poll results on this slide.
Coach Deion Sanders

“Understanding not only those guys, understanding the coaches and seeing not the worse part of them, seeing the best part, and I try to fertilizing it & sprinkle it in water, so that it’ll just flow up.”

“I want my kids to have fun. I want them to do stuff. If over 21 points, get the penalty, do your dance baby; you know what I got you. I love what I do; I do what I love; and I love those darn kids.”
Building Relationships

• What do you think?
• How do you feel about that?

Delegate vs Empower
<table>
<thead>
<tr>
<th>Take Home Points</th>
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</thead>
<tbody>
<tr>
<td><strong>While generational categorization has limitations, knowledge of generational forces may help inform understanding of individual values and expectations</strong></td>
</tr>
<tr>
<td><strong>Our learners value clear expectations, spaces to learn, and partnership</strong></td>
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<tr>
<td><strong>We need to SEE and BE SEEN (Sawubona)</strong></td>
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<tr>
<td><strong>Foundation of trust rooted in care</strong></td>
</tr>
<tr>
<td><strong>Invite learners to the conversation</strong></td>
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</tbody>
</table>
Selected References


• Dimock, M. (2023, May 22) 5 things to keep in mind you hear about Gen Z, Millennials, Boomers and other generations. https://pewrsr.ch/3MLHQRg


• Deion Sanders goes 1-on-1 with Troy Aikman ahead of Colorado debut: https://www.espn.com/video/clip/_/id/38310196
Photo/Video Credits (Creative Common Use)

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- Slide 3 (Chocolate): https://www.flickr.com/photos/30478819@N08/34449697160/in/photostream/
- Slide 8 (Building): https://www.flickr.com/photos/warrenlemay/52745471015/in/photostream/
- Slide 16 (George Orwell): https://commons.wikimedia.org/wiki/File:George_Orwell,_c._1940_%2851828122151%29_%28cropped%29.jpg
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- Slide 19 (Game Controller): https://lynconf.com/
- Slider 19 (Backgammon): https://flickr.com/photos/12505664@N00/3775316134
- Slide 31 (Maya Angelou): https://www.flickr.com/photos/v63/14104232027
- Slide 33 (Video): https://www.globalonenessproject.org/library/interviews/sawubona
- Slide 34 (Background): https://www.flickr.com/photos/k-ideas/4198362864
- Slide 39 (whistle): https://creativecommons.org/licenses/by/2.0/
- Slide 42 (Coach K): https://commons.wikimedia.org/wiki/File:Mike_Krzyzewski_talks_to_his_team_during_a_timeout.jpg