Generational Differences and Possible Impact on Experiential Education In Pharmacy

T. Lynn Stevenson, PharmD, BCPS
Director of Experiential Learning
Associate Clinical Professor of Pharmacy Practice
Auburn University Harrison School of Pharmacy

Objectives

- Describe general differences in the last 6 generations
- Discuss how these differences can impact learning styles
- Relate differences in learning styles to experiential education in pharmacy
**Audience Poll**

- In which age group do you belong?
  - 15-33 years of age
  - 34-49 years of age
  - 50-68 years of age
  - 69-89 years of age
  - >89 years of age

---

**Generational Archetypes**

- **Artist (Traditionalists, Homelanders)**
- **Prophet (Baby Boomers)**
- **Hero (GI, Millennials)**
- **Nomad (Gen X)**

---

Currently 4 generations share workplaces and training sites.
A Generation

• 20 years
• Members share
  ◦ Beliefs/values
  ◦ Characteristics and attitudes
  ◦ Historical commonality
• Generation gap
  ◦ Years separating one generation from another
  ◦ Lack of understanding or communication between people of different generations

Pew Survey-2009

79% of public said there is a generational gap
  ◦ “a major difference in the point of view of younger people and older people today.”

Audience Poll

Have you ever felt there is a generation gap between you and your students?

◦ Yes
◦ No
◦ Unsure

Generations

◦ GIs
  ◦ 1900-1924 (90+yoa)
◦ Traditionalists/Matures
  ◦ 1925-1945 (69-89 yoa)
◦ Baby boomers
  ◦ 1946-1964 (50-68 yoa)
◦ Generation X
  ◦ 1965-1980 (34-49 yoa)
◦ Millennials or Generation Y
  ◦ 1981 and late 1990’s (15-33 yoa)
◦ Homelanders
  ◦ 2000-present (14 yoa and younger)

Source: The Center for Generational Studies. Available at: http://www.gentrends.com/faq.html#DefiningtheGenerations
GI

- “The Greatest Generation”
- WWI/WWII
- Great Depression
- Prohibition/organized crime
- Community/Civic-minded
- Team-oriented

Traditionalists

- Loyal
- Hard-working
- Managers think, employees work
- Good mentors
- Lived with limited means
- Financially conservative
- Approaching retirement or retired
Influential Events

- Traditionalists
  - Stock market crash/Great Depression
  - FDR/The New Deal
  - Pearl Harbor/WW II
  - D-Day at Normandy
  - Korean War
  - GI bill

Baby Boomers

- Competitive, challenging
- Workaholics
- Live to work
- May have/had several jobs
- Varied experiences
- Politically savvy
Influential Events

- Baby Boomers
  - Television
  - Civil Rights Movement
  - Assassinations of JFK, RK & MLK, Jr
  - The Beatles, Woodstock, Rock and Roll
  - First moon exploration
  - Vietnam War/antiwar protests
  - Sexual revolution

Generation X

- Skeptical
- Focused on self at work
- Autonomous, don’t want to be micromanaged
- Jobs are temporary, stepping stones
- Seek balance between work and personal life
- Affected by divorce and single parents
- Technologically savvy
Influential Events

- Gen X
  - Soviet Union collapse
  - Watergate
  - Rising divorce rates/Women’s lib
  - MTV and video games
  - Personal computers/development of internet
  - Economic turmoil of the 1970s/early 80s
  - Corruption in corporate America
  - Challenger disaster
  - Operation Desert Storm
  - LA Riots/Rodney King

The Millennials

- Gen Y, Generation N, “Nintendo generation”, “Nexters”
- Grew up with hectic schedules
- “helicopter parents”
- Connected-online, email, text messaging
- Resilient, hard-working, optimistic, civic-minded
- Technologically skilled
- Multicultural and ethnically diverse

The Millennials

- Optimistic
- Not attached to organized politics or religion
- Linked by social media
- Significant debt
- Distrustful of people
- In no hurry to marry

http://www.pewsocialtrends.org/2014/03/07/millennials-in-adulthood/

Influential Events

- Gen Y
  - Internet era/technology
  - 9/11
  - Columbine/Oklahoma City bombing
  - OJ's acquittal
  - President Clinton's impeachment
  - Cellphones/smartphones/ipods
  - Natural disasters and violence
  - War
Generational stereotypes

<table>
<thead>
<tr>
<th>Traditionalists</th>
<th>Baby Boomers</th>
<th>Generation X</th>
<th>Millennials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respect authority</td>
<td>Ambitious</td>
<td>Risky</td>
<td>Value change and diversity</td>
</tr>
<tr>
<td>Follow the rules</td>
<td>Workaholics</td>
<td>Personal and work life balance</td>
<td>Technologically savvy</td>
</tr>
<tr>
<td>Very practical</td>
<td>Optimistic</td>
<td>Skeptical</td>
<td>Hopeful</td>
</tr>
<tr>
<td>Loyal, hardworking, patient</td>
<td>Cooperative, team player</td>
<td>Self-reliant</td>
<td>Want work to be meaningful</td>
</tr>
</tbody>
</table>


Homelanders

- Will be entering college within the next 5-10 years
- Post 9/11
- First AA president
- Ethnically diverse/Caucasians not racial majority
- Technology/social media
- Non-traditional families
Pharmacy School Statistics

- 131 schools of pharmacy (January 2014)
- 2012-2013
  - 13,551 PharmD degrees awarded
- New enrollments 2012-2013
  - ~14,000
- Age range in 2007
  - 17-60

http://www.aacp.org/resources/research/institutionalresearch/Documents/Fall_13_Introduction.pdf
http://www.aacp.org/RESOURCES/STUDENT/PHARMACYFORYOU/ADMISSIONS/Pages/default.aspx

TTUHSC SOP Student Body

- Average age for class entering

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>24.48</td>
<td>24.03</td>
</tr>
</tbody>
</table>

http://www.ttuhsc.edu/sop/prospective/studentstats.aspx
Pew Survey

- Survey conducted in 2006; released January 2007
- “A Portrait of Generation Next”
- 1501 adults
  - 38.5% were ages 18-25
- 68% of Generation Nexters felt their generation was unique and distinct

Pew survey

• Generation Nexters are:
  ◦ Happy and optimistic
  ◦ Tolerant of social issues
  ◦ Users of technology/internet
  ◦ “Look at me” generation
  ◦ Tolerant of immigration
  ◦ Less critical of government
  ◦ Close to parents/family


Pew survey

• Gen Nexters:
  ◦ Approximately half have:
    • Tattoo (1/3)
    • Dyed hair a nontraditional color
    • Body piercings
  ◦ No religious affiliation
  ◦ Somewhat interested in politics
  ◦ Top goals: become rich or famous

Pew Survey

- Additional surveys
  - 2009
    - Forty Years After Woodstock, A Gentler Generation Gap
  - 2010
    - Millennials: Confident. Connected. Open to Change
    - Compared Millennials’ values, attitudes and beliefs to older adults
    - 2020 adults (830 were 18-29 yoa)


The Generation Gap
% saying similarities and differences between young and old in terms of...

- The way they use computers and new technologies
  - Very different: 73, Somewhat different: 13, Very similar: 6
- The media they like
  - Very different: 69, Somewhat different: 17, Very similar: 9
- Their work ethic
  - Very different: 58, Somewhat different: 22, Very similar: 14
- Their moral values
  - Very different: 54, Somewhat different: 26, Very similar: 13
- The respect they show others
  - Very different: 53, Somewhat different: 25, Very similar: 13
- Their political views
  - Very different: 40, Somewhat different: 30, Very similar: 15
- Their religious beliefs
  - Very different: 41, Somewhat different: 27, Very similar: 18
- Their attitudes toward different races and groups
  - Very different: 34, Somewhat different: 36, Very similar: 15

Note: “Don’t Know/Refused” responses are not shown.

Pew Survey

- Who has better values? Younger or Older
  - Older adults
    - Moral values
    - Work ethic
    - Respect for others
  - Younger adults
    - Racial tolerance

Source: http://www.pewsocialtrends.org/2010/02/24/millennials-confident-connected-open-to-change/
Review article

- Review of studies looking at generational changes among students
- How these changes impact teaching


---

Review article

- Student’s scored higher on:
  - Assertiveness
  - Self-liking
  - Narcissistic traits/self-entitlement
  - High expectations
  - Stress, anxiety, poor mental health
- Scored lower on self-reliance

**Review article**

- This generation may benefit from:
  - More structure
  - More interactive
  - Tempering of their overconfidence


---

**Review article**

- Preceptors/teachers should give:
  - Very specific instructions
  - Frequent feedback
  - Explanation of relevance
  - Rules strictly enforced
  - Shorter segments of instruction
  - Use of media (videos, interactive formats)
  - Set clear expectations to avoid conflicts

Generation Next

PBS Documentary Video Clip

Source:
http://www.youtube.com/watch?v=y_jB1Q0K5Bl
How do generational characteristics potentially impact your interactions with your students?

Impact on Interactions

- Work ethic
- Communication
- Professional development/training
- Technology
- Rewards
- Feedback
- Organizational skills
- Entitlement

Work Ethic

- Beliefs about what working hard means
- Influenced by what individuals were taught as children
  - Traditionalists-wartime and economic depression
  - Boomers-economic expansion, convenience-oriented products
  - Gen X-watched parents work long hours, try to work smarter with shorter hours
  - Millennials-technology & convenience; expect stimulation


Communication

- Electronic technology
- More efficient
- Minimal non-verbal communication
- Email vs phone/face-to-face
- Screening of communication
- Detachment and individualism
- Most likely no significant change should be expected

Professional Development/Training

- Promotion & additional compensation
  - Traditionalists & Boomers
- Enhancement of versatility for personal gain, not necessarily organizational gain
  - Gen X & probably Gen Y


Technology

- Greater dependence with younger generations
- Greater efficiency
- Problems with basic grammar and composition

Rewards

- Traditionalists-pride in job well done
- Boomers-recognition
- Gen X-fair compensation, skill development/credentialing, time off, laid back atmosphere
- Millennials-fun, stimulation, control over environment


Feedback

- Traditionalists- “job well done”
- Boomers-coaching somewhat
- Gen X-want “hands-off” approach
- Millennials-similar to Boomers

Organizational Skills

- Millennials may be less likely to see the importance of professional appearance
- Workspace organization
- Are growing up and maturing in a more informal world

Entitlement

- Do millennials have this attitude?
- Determination to “get their way”
- Extremely protective parents
- Societal attitude

Why is all of this important?

- Misunderstandings, miscommunications
- Differing values
- Work values/attitudes
- Be cautious with stereotyping

Millennial Learning Styles

- Structure, guidance
- Regular feedback
- Collaboration, less lecture
- Communication less face-to-face; less lectures
- Tailored information
- Hands-on
- Technology

Precepting Millennials

- Be aware of generational differences
- Identify and take advantages of generational strengths
- Discuss expectations, clear communications
- Challenge them, stimulation
- Teach them what you do and why
- Ask their opinion, collaborate with them
- “Junior colleague”
- Provide frequent feedback

There is nothing wrong with today’s teenager that twenty years won’t cure.
~Author Unknown

The secret of education is respecting the pupil.
~Ralph Waldo Emerson
Dry Bones: Generation Gap

There are new phones that are fantastic! ... They don't have any buttons!

I remember when phones were fantastic because they did have buttons.

You know, instead of a dial.

Dial?


http://managementink.files.wordpress.com/2012/05/generational_differences.jpg
Case scenario

You have a millennial fourth year student pharmacist that has been training at your site for the past 5 weeks. The student has been performing at an acceptable level, but has been late a few times and asked to leave early on a couple of occasions because “there was nothing to do.”

You complete the final evaluation and the student receives an 82 (B) on the rotation. The student contacts the director of experiential education at the school and reports never receiving any feedback from you during the rotation and never being sure of what she was supposed to do each day.
Case scenario

The student also reports never really working with you directly.

The student states that she thought their performance was good enough for an A.

Case scenario

What things could/should you as the preceptor have done differently with this student?

• Give clear instructions and expectations at beginning of the rotation
  ◦ Provide rotation schedule of daily activities and any project deadlines
• Collaborate; stimulate; hands-on
• Ensure enough rotation activities to keep the student actively engaged
• Hold the student accountable for expectations
• Frequent feedback; complete a midpoint evaluation; identify what the student can do better in order to improve
Assessment Questions

Question #1

There are currently 2 generations in the US workforce?

True
False
Question #1

There are currently 2 generations in the US workforce?

False

There are 4 Generations

Question #2

Millennials want a non-collaborative approach to learning?

True
False
Question #2

Millennials want a non-collaborative approach to learning?

False
In general, they prefer a collaborative approach

Question #3

Which of the following are steps to take/considerations when precepting Millennial students?

a. Provide feedback at the end of the rotation block
b. Provide stimulating learning activities for them to complete
c. Consider generational differences that may exist
d. Accept the fact that they are all “slackers”

I. A only
II. B only
III. B and C only
IV. A, B and C only
V. All of the above
Question #3
Which of the following are steps to take/considerations when precepting Millennial students?

a. Provide feedback at the end of the rotation block
b. Provide stimulating learning activities for them to complete
c. Consider generational differences that may exist
d. Accept the fact that they are all slackers

B and C only

Question #4
Understanding of possible generational differences may minimize conflict with some students within your practice site?

True
False
Question #4

Understanding of possible generational differences may minimize conflict with some students within your practice site?

True

Additional References

- Garner SF. Preparing for the Nexters. AJPE 2006;70(4) Article 87: 1.
Additional References


Thank you

Questions

tls0002@auburn.edu
334-844-4329