

# The Power of Seeing: Leading & Teaching Effectively Across Generations



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# 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.

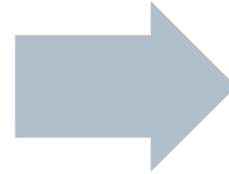




# Generations

Shared Connection to  
Defining Moments

- World Events
- Technology
- Job Opportunities
- Music
- Heroes



Shared Personality

- Attitudes
- Values
- Relationship to  
work
- Communication  
styles



UPPER MANAGEMENT

LOWER MANAGEMENT



MIDDLE MANAGEMENT





	Traditionalists	Boomers	Gen X	Gen Y	Gen Z
Generation	Silent	Me	Sandwich	Millennials	Digital Natives
Birth Year	Pre - 1943	1943-1960	1960-1980	1980-1996	1996-2015
Age	80+	63-80	43-63	27-43	8-27



<b>Traditionalists</b>	<b>Baby Boomers</b>	<b>Gen Xers</b>	<b>Millennials</b>
Pre-1943	1943-1960	1960-1980	1980-2000
Great Depression WWII New Deal	Vietnam Civil Rights Movement Space Race Assassinations	Challenger Disaster Watergate Chernobyl AIDS	War on Terror Columbine/Oklahoma City Social Media Reality TV
Mickey Mouse, Tarzan, Wheaties	Ed Sullivan show, TV dinners, Peace Sign	Brady Bunch, Cabbage Patch Dolls, <i>The Simpsons</i>	Transformers, Harry Potter, Nemo
Superman, FDR, Winston Churchill, Babe Ruth	MLK, JFK, Gandhi, John Glenn	-	Parents, Captain Scully, Firefighters at ground zero



# Baby Boomers (1946- 1964)

Value	Assets	Liability	Motivation
Loyal employer Respect Chance to mentor	Strong work ethic Team player/mentorship Optimism	Defensive to feedback Judgmental	



# Gen X (1960-1980)

Value	Assets	Liability	Motivation
Trustworthy employer Autonomy Self- Reliance Balance & Fun	Independence Adaptive/Resourceful Innovative	Skeptical Distrustful of authority Inadept at office politics	



# Millennials (1980-2000)

Value	Assets	Liability	Motivation
Empathetic employer Meaningful Work Training for new skills Flexibility	Tech-Savvy Collaborative Optimism Adept at change	Need supervision and structure Demand constant feedback	



# Generational Change

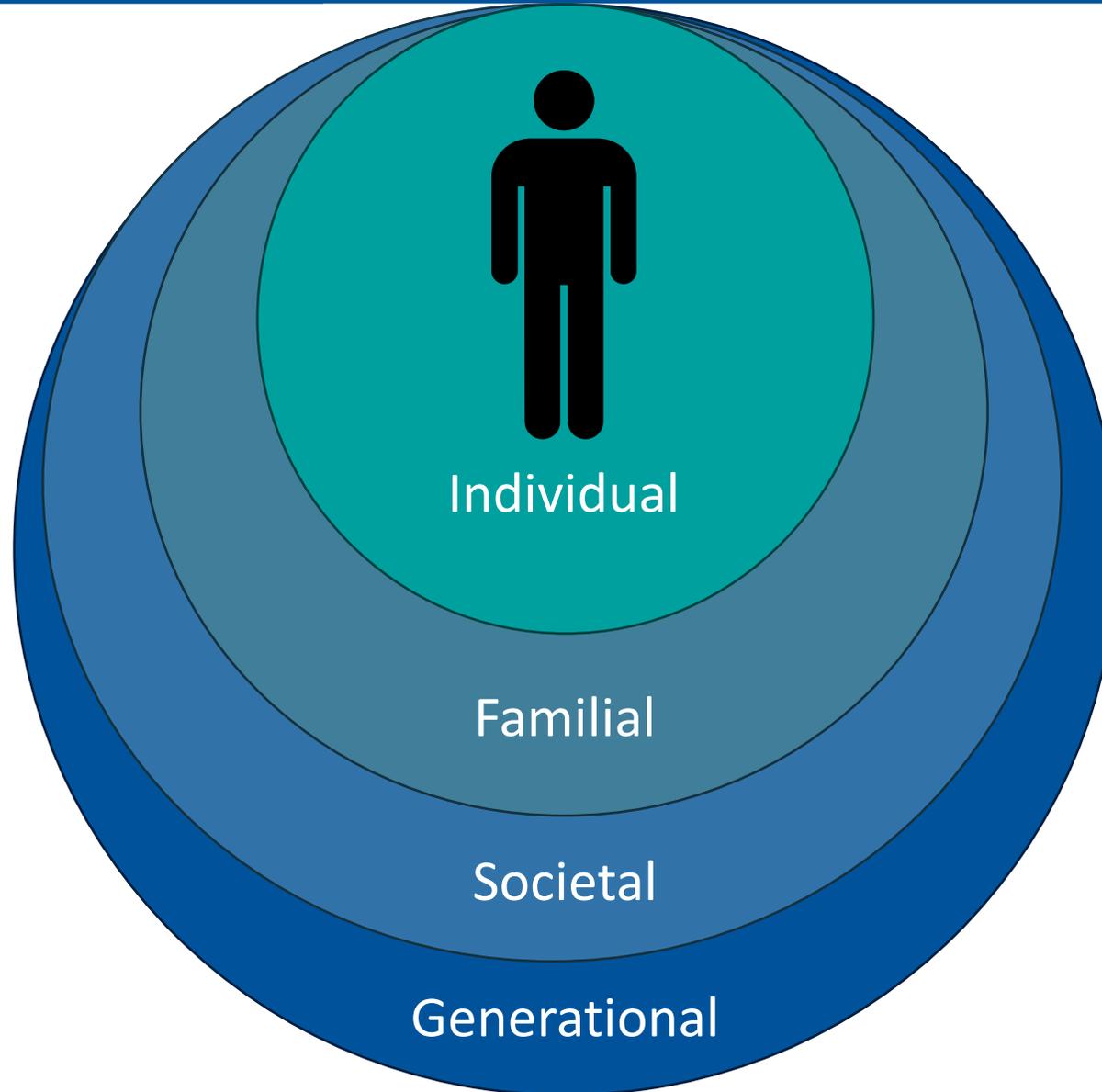
Baby Boomer	Gen X	Millenials	Gen Z
Loyal employer	Trustworthy employer	Empathetic employer	Culturally competent employer
Respect	Autonomy	Flexibility	Stability



# 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



Influences



“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?



# slido



**What would you like education leaders to know about your generation with respect to communication and teaching?**

**What are things that educators should avoid?**

ⓘ Start presenting to display the poll results on this slide.



# 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”

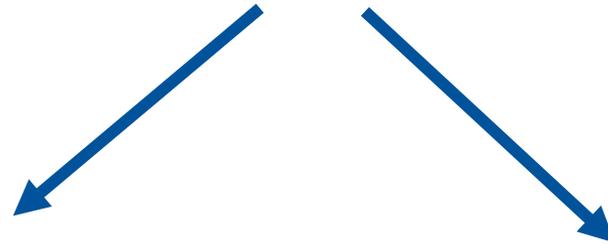


## MS2s

- 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





# 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

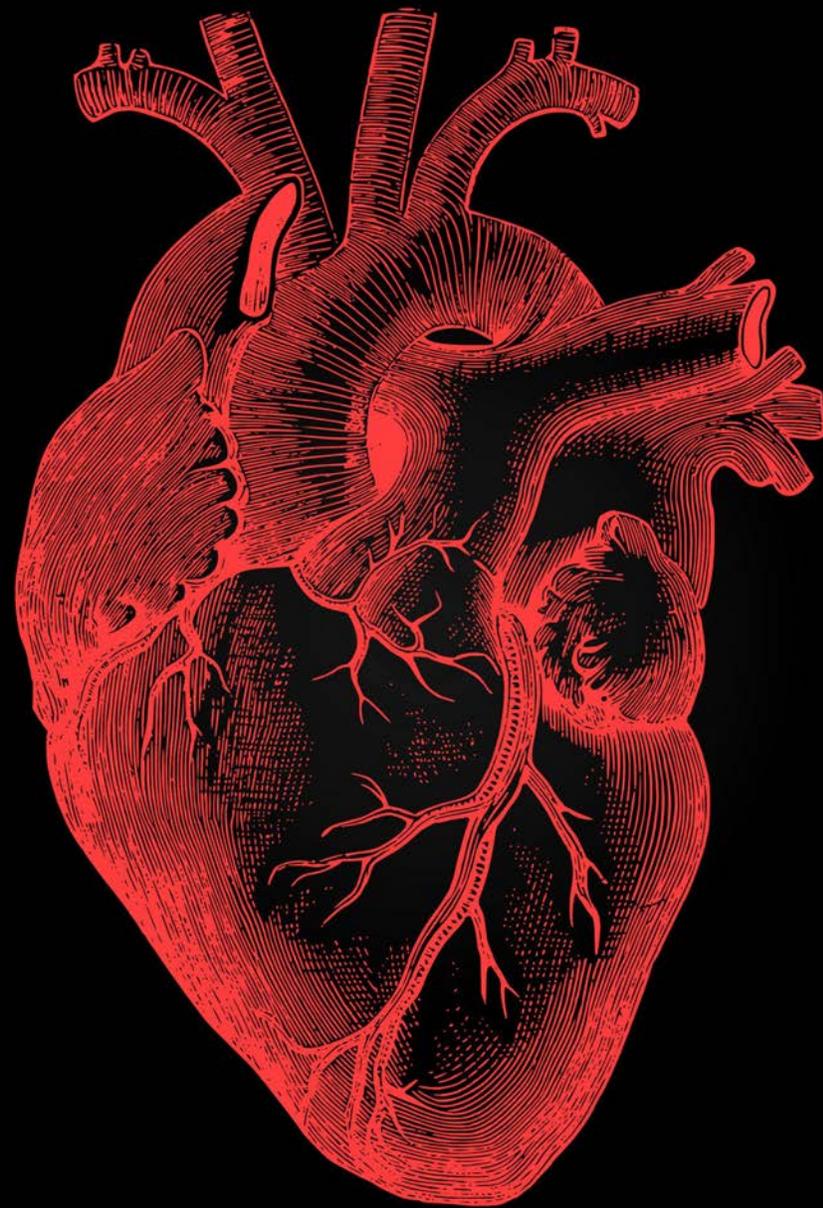


“I have learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.”

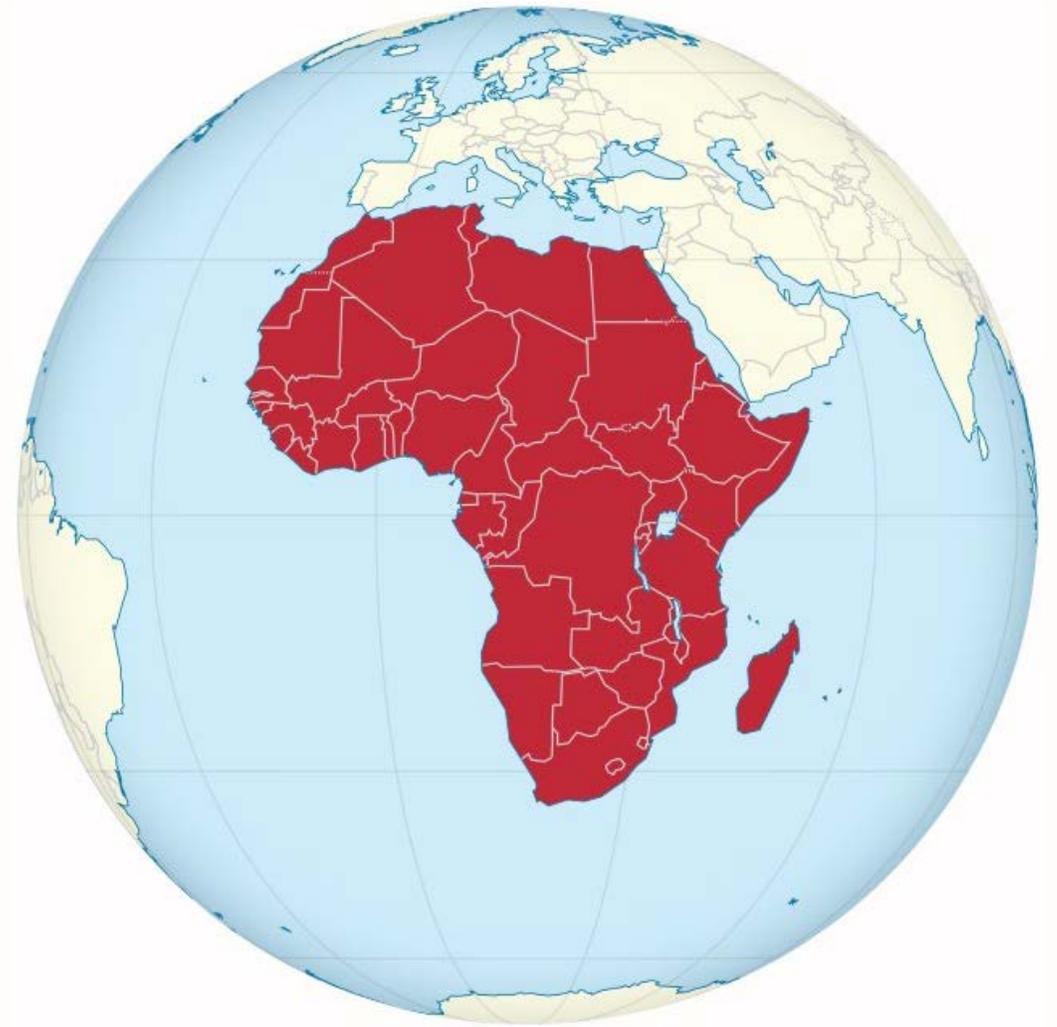
- Maya Angelou

# 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”

The logo for the Global Oneness Project features the word "globaloneness" in a lowercase, sans-serif font. The "o" in "oneness" is a bright blue circle. The word "project" is written in a smaller, lowercase, sans-serif font below "oneness". The text is centered against a background of soft, overlapping geometric shapes in shades of light blue, beige, and white, with a central cluster of small, stylized leaves in various shades of blue and green.

globaloneness  
project



“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



**Cell**

Leading Edge

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)



slido



**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



# Take Home Points



While generational categorization has limitations, knowledge of generational forces may help inform understanding of individual values and expectations



Our learners value clear expectations, spaces to learn, and partnership



We need to SEE and BE SEEN (Sawubona)



Foundation of trust rooted in care



Invite learners to the conversation



# Selected References

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- Dzirasa K. For Black Scientists, the Sorrow Is Also Personal. *Cell*. 2020;182(2):263-4.
- Deion Sanders goes 1-on-1 with Troy Aikman ahead of Colorado debut: [https://www.espn.com/video/clip/\\_/id/38310196](https://www.espn.com/video/clip/_/id/38310196)



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