Crossing the Generational Divide:
Remaining relevant to the generation we lead

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In this presentation....

1. Generational differences & the challenges this creates in the workplace
2. Remaining relevant – new technology
3. An example of a research project introducing mlearning strategies
1. What makes us who we are?

- Personality
- Upbringing
- Culture / Ethnicity
- Gender
- Values / Attitudes
- Education
- Experience
- Socio-economic group
- Generational group
- Others?
Which group are you????

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Conformity</td>
<td></td>
<td></td>
<td>Free agency and independence</td>
<td>Collaboration</td>
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<tr>
<td>Stability</td>
<td></td>
<td></td>
<td>“Street Smarts”</td>
<td>Social activism</td>
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<tr>
<td>Security</td>
<td></td>
<td>Personal and social expression</td>
<td>Cynicism</td>
<td>Tolerance for diversity</td>
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<td>Health and wellness</td>
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New students/nurses....

• Have no respect for the other staff
• They are unprofessional
• Not like “we” were as nurses
• They ask too many questions – don’t just get the work done
AND BEFORE YOU ASK, NO, THE DEFIBRILLATOR IS NOT YET AVAILABLE AS AN iPHONE APP.
<table>
<thead>
<tr>
<th></th>
<th>Traditionalist</th>
<th>Baby Boomers</th>
<th>Gen X</th>
<th>Gen Y</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Prefer 1-1, face-to-face conversations</td>
<td>Likes to be a part of a team and likes to have meetings</td>
<td>Independent thinker – takes an entrepreneur approach</td>
<td>Loves to engage with others and is very participative</td>
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<tr>
<td></td>
<td>Believes in hierarchy &amp; formal memos</td>
<td>Prefers in-person communication</td>
<td>Communicates in a direct manner</td>
<td>Communicates primarily through email and voice mail</td>
</tr>
<tr>
<td></td>
<td>Doesn’t seek feedback – believes no news is good news</td>
<td>Doesn’t appreciate feedback</td>
<td>Will ask for feedback</td>
<td>I want feedback whenever I ask for it...which will be frequently</td>
</tr>
<tr>
<td></td>
<td>Feels rewarded by a job well done</td>
<td>Titles and financial rewards are important</td>
<td>Freedom is the best reward</td>
<td>Meaningful work is rewarding</td>
</tr>
<tr>
<td></td>
<td>Motivated by, “Your experience is respected.”</td>
<td>Motivated by, “You are valued and needed.”</td>
<td>Motivated by, “Do it your way and don’t get hung up with the rules.”</td>
<td>Motivated by, “You get to work with other bright, creative people”</td>
</tr>
</tbody>
</table>
Millennial Generation (Gen Y)

• New “Great Generation” or “Peter Pan or Boomerang Generation” - move back in with their parents

• Special
  – They are “the largest, healthiest & most cared-for generation

• Sheltered
  – “watched, fussed over & fenced in by wall-to-wall rules and chaperones”

• Confident
  – self-assured go-getters
Millennial Generation

• Team orientated
  – strong team instincts & tighter peer bonds

• Achieving
  – respond best to external motivators, make long-range plans & think carefully
  – Work hard, play hard

• Pressured
  – Raised by workaholic parents - Pressure is what keeps them constantly in motion—busy, purposeful

• Conventional
  – “Family” is a keyword
Work ethic

• Traditionalists – most hard working generation
• Boomers – workaholics
• Gen X – “slackers” only work as hard as needed
• Gen Y – want flexible work schedules
• prevailing stereotype is that younger workers do not work as hard as older workers do -not addressed by current empirical evidence
Loyalty towards the employer

- Traditionals & Boomers - extremely loyal
- Lack of loyalty of younger workers, especially Gen X
- Gen X less loyal to company but more loyal to people
- Gen Y – “job hoppers”
- Gen Y committed & loyal when dedicated to idea, cause, product
- Employees were also more likely to stay if the company’s values matched their own
Attitudes regarding respect and authority

• Traditionals - command-and-control leadership reminiscent of military operations & prefer hierarchical organizational structures

• Boomers may be uncomfortable with authority figures

• Gen X complain about managers who ignore ideas from employees, and ‘do-it because I said so’ management
Attitudes regarding respect and authority

• Gen X & Y comfortable with authority figures
• Not impressed with titles or intimidated
• Natural to interact with their superiors & ask questions
• Gen Y been taught to ask questions & that questioning does not equate with disrespect
• Gen X believe that respect must be earned & do not believe in unquestionable respect
Attitudes regarding respect and authority

- Younger & older workers want to be respected - understanding of respect differs

- Older - want their opinions to be given more weight because of their experience & people to do what they are told

- Younger - want to be listened to & have people pay attention to what they have to say.

- Older may not appreciate equal respect showed to all
Fig 2. Overall importance of the workspace by generation

All generations rate the office workspace as “important” — and they rate it about equally, based on a five point scale in which 1 = least importance and 5 = highest importance.

Table 3. Most and least important workspace features by generation

Generation Y and Baby Boomers are almost opposites on how they rated importance of meeting spaces and desire for an engaging workplace.

<table>
<thead>
<tr>
<th>Generation</th>
<th>Most Important</th>
<th>Least Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Silent</td>
<td>Physical comfort</td>
<td>Acoustic privacy</td>
</tr>
<tr>
<td>Boomer</td>
<td>1. Acoustic privacy</td>
<td>Engaging workplace</td>
</tr>
<tr>
<td></td>
<td>2. Meeting spaces</td>
<td></td>
</tr>
<tr>
<td>Generation X</td>
<td>1. Engaging workplace</td>
<td>Acoustic privacy</td>
</tr>
<tr>
<td></td>
<td>2. Security</td>
<td></td>
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<tr>
<td>Generation Y</td>
<td>Engaging workplace</td>
<td>Meeting spaces</td>
</tr>
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</table>
Generations Apart
For Some Items, Younger Adults See More Need...
Percent rating each item as a necessity

Home computer

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Home Computer</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-29</td>
<td>56</td>
</tr>
<tr>
<td>30-49</td>
<td>60</td>
</tr>
<tr>
<td>50-64</td>
<td>53</td>
</tr>
<tr>
<td>65+</td>
<td>25</td>
</tr>
</tbody>
</table>

Cell phone

<table>
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<tr>
<th>Age Group</th>
<th>Cell Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-29</td>
<td>57</td>
</tr>
<tr>
<td>30-49</td>
<td>53</td>
</tr>
<tr>
<td>50-64</td>
<td>44</td>
</tr>
<tr>
<td>65+</td>
<td>38</td>
</tr>
</tbody>
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For Other Items, Older Adults See More Need...
Percent rating each item as a necessity

TV set

<table>
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<th>Age Group</th>
<th>TV Set</th>
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<tbody>
<tr>
<td>18-29</td>
<td>63</td>
</tr>
<tr>
<td>30-49</td>
<td>61</td>
</tr>
<tr>
<td>50-64</td>
<td>71</td>
</tr>
<tr>
<td>65+</td>
<td>73</td>
</tr>
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Cable or satellite TV

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<thead>
<tr>
<th>Age Group</th>
<th>Cable or Satellite TV</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-29</td>
<td>24</td>
</tr>
<tr>
<td>30-49</td>
<td>28</td>
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Notes: Luxury and don’t know responses not shown.
2. New technological advances on the way....
The phone my sister has (she's six)

The phone I had when I was six

The phone my dad had when he was six
WHICH IS YOU???
No, Grandma,
Listen,
Double-Click
The Chrome Icon
Electronic tattoo tracks the heat running through your veins
Smallest wrist phone in existence
Future of Wearable Tech: Solar-Powered Dresses and Wi-Fi Suits
Hop Is a Suitcase That Follows You Around Hands-Free
Is Google planning a microchip for people's brains?
Treadmill desks
STANDING MEETINGS
Technology at the bedside

• Vast amount new hardware & software to transform delivery of care at hospital bedsides
• Smartphones & tablets used by doctors
• Bedside technology is proving a valuable tool to support positive patient outcomes & improving clinical workflow
Benefits of technology at the bedside

• Faster, more accurate treatment
  – Instant point-of-care
• Improved patient safety
  – Medication administration & barcode scanning at the bedside reduce errors
• Promoting collaboration
  – Real-time data sharing - can quickly & easily collaborate
• Real-time documentation at the point of care
  – Saves time & improves accuracy
• Higher patient satisfaction.
  – Better communication with patients & family
3. Do nurses in disadvantaged & remote areas use mobile phones as effective educational tools, & if so, how?
Mobile phones for life-long learning

• The mobile phone was the most important computational tool for the interviewees - use is widespread & popular

*Not a single nurse without a mobile phone*

• All regularly accessed internet-based applications - to search for information, social purposes (chat or social network sites)
Mobile phones for life-long learning

• The phone has become a central tool for their life-long learning

    *It is part of my life now [...] a means of contact, a means of learning. You know, people who have phones just learn a lot.*

• The intensity & scope of mobile phone use was linked to age
Mobile phones for life-long learning

• No support re using mobile phones – rather the use of phones was unwanted:

It’s one thing that I do not like to see when I go to the wards. I don’t like to see people carrying phones.

Nurse manager
Problem solving tools

• The triggering event - patient case outside the learners competencies
• Learners motivated to explore the case & find solutions;

I didn’t have to go and get a book [...] because even if there’s something out there we need to look at, [...] we don’t need to wait for a doctor or somebody to ask.
Affective expression & cohesion

• Providing emotional support

  Interviewer: Do you exchange SMS with your teachers?

  Participant: Yeah, she is like a mother to us, we do. [...] Yeah, even like a family problem, personal problem, we do talk to her.

• Group cohesion – Facebook group to discuss and support each other
Managing unpredictable occurrences

• To answer students' questions in the classroom (Facilitator)

I haven’t seen that in my books, but I have to give an answer. Then I Googled, and the answer came back

• Class scheduling changes – arranging logistics
Managing unpredictable occurrences

• Outside of classroom settings, used to spontaneously involve facilitators in particularly interesting patient cases

  We would phone and tell her that

  [...]maybe if she is close by, she will come around. [...] Then, she will teach us in the real situation, not like we are doing a theory in class.
• Development of closed Face Book group
• Support for research proposal development
Mobile phones for life-long learning

• Widely used
• Valuable for connecting school-based education & workplace learning
  – Assist with medical problem solving, exchange of knowledge & practices
  – Suitable tools to access virtual communities & to address professional isolation
  – Mentoring new staff etc.
Mobile phones for life-long learning

• Workplaces & educational institutions - mobile phone usage either ignored or banned

• Development of an ethical code of conduct (e.g., discussing patient information in [open] social network spaces)
Conclusion.....

• Each person is an individual – not representative of a group

• Avoid stereotyping and learn about individuals (backgrounds, interests)

• Assign projects to people of different generations to have opportunity to work together and teach each other without age related hierarchy
Conclusion.....

• Developing approaches that contribute to intergenerational comfort
  – Learning about unique needs & serving them
  – Effective communication is critical
  – Respect & appreciation for the differences!
Conclusion.....

• Stay current with technological developments
• Advances in technology – clinical & educational implications
  – Technology at the bedside - nursing must engage with this
  – Using various technologies to assist/mentor young nurses
Where
the magic
happens
...
Your
Comfort
Zone
Thank You