Developing professionalism in a multi-generational context

Professionalism Symposium
McGill University, February 4th 2010
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Addressing the challenges of a multigenerational profession

What do we still have to do?

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facebook

Facebook helps you connect and share with the people in your life.

Professionalism: a calling for all ages

- 4 different generations now physicians

  - Post war - 10%
  - Boomers - 50%
  - Generation X - 35%
  - Millenials - <5%

Generation Cohort	Career Expectations	Learning Style	Professional Influence
Post – war (1927-1945)	Dedication, institutional loyalty, hard work	Respect for authority and hierarchy, patience	Advances in diagnosis and treatments, Medicare and Medicaid
Baby Boomers (1946-1964)	Driven, reward with hard work, career identity	Teamwork, respect skills / relationships, coaching	Growth of health care industry, from high trust to loss of autonomy
Generation X (1965-1980)	Skills and challenge, controllable lifestyle, no job security	Respect skills / knowledge, multitasking, independence, technology savvy, mentoring not supervision	Diversity, loss of autonomy, multiple stakeholders, medical technology
Millenials (1980-1999)	Challenge, socially engaged, expert respect	Technology savvy, teamwork, fast pace, mentoring not supervision	Information technology, teamwork, diversity

Generations Challenge: Done ✔

- Recognized a recurring generation gap
- More complex over time
  - "more time for family"
  - "more time for family and personal life"
  - "more time for family and personal life and lifestyle"
  - "more time for family and personal life and lifestyle and meaning"

Generations Challenge: Done ✔

- Understanding generational differences
  - Generation attributes
  - Career stage differences
  - Altruism gap between trainees and staff
  - Work hours and competence trade off

Generations Challenge: Doing

- Understanding common ground
- Comparing understanding of wider set of attributes
  - trainees compared to others
  - confusion all around

Generations Challenge: Doing

- Teaching with common definition
- Evaluating trainees with common definition
- Teaching and evaluating with career stage in mind
- Aligning practice guides and standards with education standards

Generations Challenge: Doing

- Understanding different use patterns of technology and impact on practice and professionalism
  - Addressing the IT gap

Generations Challenge: Doing

- Promoting intergenerational dialogue
- Academic medical centres are embracing this despite decreased "intergenerational mingling"
  - role modeling, sharing stories/discourse, mentoring, talent shows (they do share stories)
  - Is anyone using Facebook yet?

Generations Challenge: Need to do

- Move beyond teaching and evaluating trainees to teaching and evaluating all generations

Generations Challenge: Need to do

- Move beyond Altruism and IT gap
- Understand how generational differences may affect other values
  - Changing attributes:
    - Responsibility to society
    - Teamwork
  - Emerging Attributes:
    - Public health focus
    - Global health

Generations Challenge: Need to do

- Build and develop collective values outside of academic medicine
- How do we get intergenerational dialogue on professionalism
  - in "the work place"?
  - in our collective associations?

Generations Challenge: Need to do

- Medicine's workplace is multi-generational
- Professional identities evolve locally versus collectively
  - Specialty
  - Team, clinic,practice, department, hospital
  - Community, region
- Role for medicine's associations?

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Generations Challenge: Could do

- Hire smart business consultants from the outside to tell us, in clear and simple terms, about ourselves and generational characteristic
  - always acknowledging gross stereotyping and possibility this is completely wrong for individuals and maybe an entire generation
- Listen to smart sociologists
  - always acknowledging possibility for gross confusion, generally and generationally
- Look over to the lawyers
  - always acknowledging that they are not responsible for any of our lost or evolved professionalism

Thank you

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