



## GME RESOURCE

UCF College of Medicine  
Office of Faculty Development

# Generational Comparisons for Teaching

People from different generations routinely interact and their individual generational differences impact the learning environment. The chart below is offered as an opportunity to review some of the significant differences in each generation for your consideration while teaching.

	BABY BOOMERS	GENERATION X	MILLENNIALS
PROVIDING FEEDBACK	<ul style="list-style-type: none"> <li>No news is good news</li> <li>Shun feedback or input</li> <li>Annual feedback; documented</li> <li>Public recognition, responsibility</li> <li>Presented as growth opportunity</li> </ul>	<ul style="list-style-type: none"> <li>Should include how individual progress impacts patients and achievements</li> <li>Ongoing recognition</li> <li>First gen. to ask for feedback</li> <li>Offer opportunities to grow/develop</li> </ul>	<ul style="list-style-type: none"> <li>Consistent/Instant Feedback in a specific, individual manner (part of everyday)</li> <li>Mentorship</li> <li>Guidance</li> </ul>
SETTING EXPECTATIONS	<ul style="list-style-type: none"> <li>Lay down the line and hold accountable</li> <li>Provide rules/guidelines delivered by authority</li> </ul>	<ul style="list-style-type: none"> <li>Keep it efficient and straightforward</li> <li>Give autonomy after defining expectations</li> </ul>	<ul style="list-style-type: none"> <li>Be clear; provide explanation</li> <li>Provide course calendar with dates and expectations</li> <li>Lead/teach by example</li> </ul>
LEARNING ENVIRONMENT	<ul style="list-style-type: none"> <li>"Flat" organizational hierarchy</li> <li>Equal opportunity</li> <li>Democratic</li> <li>Warm, friendly environment</li> </ul>	<ul style="list-style-type: none"> <li>Constant learning</li> <li>Prefer to work independently; minimal supervision</li> <li>Functional, efficient</li> <li>Fast paced, informal, flexible</li> </ul>	<ul style="list-style-type: none"> <li>Relaxed and fun</li> <li>Learner-centered</li> <li>Hands on/active approach</li> <li>Tech heavy &amp; Collaborative</li> <li>Diverse</li> </ul>
MOTIVATIONS FOR LEARNING	<ul style="list-style-type: none"> <li>Personal growth opportunities</li> <li>Promotions, professional development, prestigious job title</li> <li>Monetary rewards and perks</li> <li>"You are valued, you are needed".</li> </ul>	<ul style="list-style-type: none"> <li>How their actions contribute to organization's success</li> <li>Flexible schedules, bonuses, stock</li> <li>Value growth and opportunity</li> <li>"Do it your way. Forget the rules".</li> </ul>	<ul style="list-style-type: none"> <li>Reach out to students</li> <li>Build on students' strengths</li> <li>Engage parents</li> <li>Rewards</li> <li>Skills training, mentoring, feedback</li> <li>"You will work with other bright, creative people".</li> </ul>
PROFESSIONALISM	<ul style="list-style-type: none"> <li>Respect is earned</li> <li>Driven by due-process; formal approach to emails, communication</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate informality and flexibility</li> <li>Self-reliant but want structure and direction from their leaders</li> </ul>	<ul style="list-style-type: none"> <li>Seeking work-life balance</li> <li>Comfortable with texting as means of communication</li> <li>Driven by accountability</li> </ul>

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