CHALLENGES FACING US WITH A NEW GENERATION

THE GENERATIONS COLLIDE WITH CULTURES CAUGHT IN THE MIDDLE

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Dean, University of Oklahoma College of Dentistry
Agenda (Challenges) For Today

- Generational Values
- What it takes to change a culture
- Community Philosophy
- Engaging to Learn
- Business Challenges
- Wrap Up / Facing the Future
GENERATIONAL VALUES
LOOKING ONCE MORE AT A VIEW INTO
THE MINDS OF TOMORROW

Raymond A Cohlmia, D.D.S.
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Generations: What Does It Matter?

- **Traditionalist**: Conformity, Authority, Believes in Rules and Logic. Defined sense of right and wrong. Honors loyalty and respect. Difficult understanding diversity and culture.

- **Baby Boomers**: Individual choice, community involvement, Prosperity, Ownership, Self-actualizing, Health and wellness. Still struggles on cultural understanding and sensitivity.


- **Gen Y**: Enthusiastic, Highly adaptable, Respect must be earned; not freely granted, sets specific goals, works for lifestyle, not ownership. Sees and begins to live cultural inclusion.

- **Today’s Students Generation (Millennials and beyond)**: ?
Generations: What Does It Matter?

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**Our Faculty of Today**

**Our Students of Today**
Generations: What Does It Matter?

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  Defined sense of right and wrong. Honors loyalty and respect.
  Difficult understanding diversity and culture.

- **Baby Boomers:** Individual choice, Community involvement,
  Prosperity, Ownership, Self-actualizing, Health and wellness.
  Still struggles on understanding and sensitivity.

- **Gen X:** Contribution, Feedback and recognition, Autonomy,
  Flexible work time, Time with Manager.
  Family life, Personal culture and individuals, sensitive.

- **Gen Y:** Enthusiastic, Highly adaptable, Respect must be earned;
  not freely granted, Specific goals, works for lifestyle, not ownership.
  Sees and begins to live cultural inclusion.

- **Today’s Students Generation (Millennials and beyond):**
Generations: What Does It Matter?

- Today’s Students Generation (Millennials and beyond): ?
- we know they are less tolerant for needs
- global, diverse
- perception of multi-taskers
- extremely connected
- specific goals a priority to maintain lifestyle
- embrace change for their progress
- short attention span
- Understand cultural competency and living in cultural inclusion
Addressing Diversity Is Just a Plain Step Now
- The term “Diversity” is ancient; it is old news
- “Inclusion” is the New Buzz Word

Diversity: Getting an invitation to the dance
Inclusion: Being asked to dance once you get there
- Oklahoma Demographics
- Advanced Standing Program 6 students
  - For Both: Not Diversity………. We strive for Inclusion
Generations: Does It Matter?

- **Our New Customers (Patients)**
  - Always Connected
  - Highly Influenced by Opinions
  - Choice Overload
  - Destination services consumption; willing to pay more for efficient delivery of services and products
  - They know what they want before they buy
  - Places time constraints on services provided
WHAT IT TAKES TO CHANGE A CULTURE

THE NEW LEADER
THE RIGHT PEOPLE
THE RIGHT LEADERS
The Way It Was……And The Way It Is For Leaders of Today: Leadership That Leads to a Culture Shift

**OLD Paradigm**
- Stability / Permanence
- Competition
- Uniformity
- Self-seeking
- Hero
- Individual
- Control / Micromanage
- Ultimate Goal

**NEW Paradigm**
- Change/crisis mgt.
- Group effort
- Diversity
- Higher ethical purpose
- Modest
- Team Approach
- Empowering
- Primary Goal
SELECTING ENGAGING PEOPLE
FOR THE CHANGES THAT WE NEED

The Right Persons To Understand a Culture Change

<table>
<thead>
<tr>
<th>Attends Meetings On Time</th>
<th>0-10 Score / 0 Low 10 High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encourages Others to Contribute Ideas</td>
<td>Score</td>
</tr>
<tr>
<td>Speaks to Issue / Not People</td>
<td>Score</td>
</tr>
<tr>
<td>Volunteers to Help Out / Follow Up</td>
<td>Score</td>
</tr>
<tr>
<td>Presents a Positive Way to Accomplish Goals</td>
<td>Score</td>
</tr>
<tr>
<td>Listens Intently What is Being Said</td>
<td>Score</td>
</tr>
<tr>
<td>Sees Meetings Positively to Accomplish Goals</td>
<td>Score</td>
</tr>
<tr>
<td>Works With Others To Expand Ideas</td>
<td>Score</td>
</tr>
<tr>
<td>Participates in Meetings as Problem Solver</td>
<td>Score</td>
</tr>
<tr>
<td>Offers Opinions and Information</td>
<td>Score</td>
</tr>
</tbody>
</table>

**TOTAL**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solid Meeting Contributor</td>
<td>80-100</td>
</tr>
<tr>
<td>Contributes / Workable Member</td>
<td>60-79</td>
</tr>
<tr>
<td>Find Another Member Participant</td>
<td>41-59</td>
</tr>
<tr>
<td>Figure Out Strong Game Plan</td>
<td></td>
</tr>
<tr>
<td>Get Out Your Leadership Skills</td>
<td>&lt;40</td>
</tr>
</tbody>
</table>
- You can **expand this format** for a group
- It gives you an idea of how much **“leadership”** is required
- Gives you a basic idea of **“work gauge.”**
- Simple; helps you to **re-evaluate methods** of achievement

Example for a group of 10, Total Score:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>800+ (&gt;80%)</td>
<td>Home run, get going</td>
</tr>
<tr>
<td>600-799 (60-79%)</td>
<td>Workable, Plan / Be Methodical</td>
</tr>
<tr>
<td>401-599 (40-59%)</td>
<td>Uphill battle, It will drain you</td>
</tr>
<tr>
<td>&lt;400, (&lt;40%)</td>
<td>Look at available drug options (preferably legal)</td>
</tr>
</tbody>
</table>
- DS-1 Assigned / Assist
- DH2 Assigned
- Established TX Plans DS1-4
• DS-1 Assigned / Assist
• DH2 Assigned
• Established TX Plans DS1-4
• DS-1 Assigned / Assist
• DH2 Assigned
• Established TX Plans DS1-4

• Competency and Individual Based; Not Time Based
• Vertical Model Integration
• 4-3-2 Treatment Plans
• DS-1 Clinic Preparation from the start
• DH-2 Incorporation
• Dental Practice Seminars
• DS-1 Assigned / Assist
• DH2 Assigned
• Established TX Plans DS1-4

• Comprehensive Care Course
• RVU Course Min 578
  • Disciplines: Perio, Fixed, Removable, Operative, Oral Diagnosis
• So, how are we doing?
• DS-1 Assigned / Assist
• DH2 Assigned
• Established TX Plans DS1-4

• How are we doing?
• Comprehensive Care Course
  • 2013: 775*
  • 2014: 846
  • 2015: 913
  • 2016: 617 avg to date through Feb 29

*not a complete year
COMMUNITY PHILOSOPHY
INTERPROFESSIONAL EDUCATION
THE EPIC PILOT PROGRAM
EXTERNSHIPS / NOW........FUTURE
LESSONS LEARNED FROM CDHC

Raymond A Cohlmia, D.D.S.
Dean, University of Oklahoma College of Dentistry
The EPIC Pilot Program

Empowering Patients (through) Interprofessional Collaboration

The Challenge: Create the Understanding of Our Needs
The EPIC Pilot Program

• Program began fall 2013
• Active Learning Sessions / Clinical Experiences at Good Shepard Mission
• 80 Students / 8 teams of 10
• Each Team is Students from Colleges of:
  • Medicine
  • Dentistry
  • Pharmacy
  • Allied Health
  • Public Health
  • School of Social Work (undergraduate)
  • Nursing
• Program Expansion Jan 2016

The Challenge: Create the Understanding of Our Needs
Externships; Now.......Future

- Adjunct Faculty Calibration - Pilot Program to Fund school based Faculty for training at Externship sites
  - First site Summer 2016
- Formal agreement with Externships to provide students during intercession.
  - Michigan Model
  - First site online now, second in process
- Working to move toward sites that offer additional services outside of dental – Inter-professional education and care delivery.
- Currently work with 23 sites

The Challenge: Create the Understanding of Our Needs
Lessons Learned from CDHC

- Externships provide:
  - Community Experience / Cultural Competency
  - Opportunities of the Community / Awareness

- CDHC
  - Background / Understanding
    - Working to start program again
  - Lessons Learned
  - CULTURAL INCLUSION
  - New Pipeline Avenues
    - Student Admissions – Change of Methodology

The Challenge: Create the Understanding of Our Needs
ENGAGING TO LEARN
THE GENERATIONAL THING BACKFIRES

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Dean, University of Oklahoma College of Dentistry
The Generational Thing Backfires

• A traditional faculty mindset of teaching in academia
  • Faculty Generations are in the way of learning
• Attention Span of Today
• Engaging the students in the classroom
• CE of Tomorrow
• Digital Environment
The Generational Thing Backfires
BUSINESS CHALLENGES
THE CHEESE HAS MOVED
CHANGING THE CULTURE

Raymond A Cohlmia, D.D.S.
Dean, University of Oklahoma College of Dentistry
The Cheese Has Moved- Changing the Culture

- A traditional faculty mindset in academia
  - Generation Gaps
  - Diversity and Culture Sensitivity Issue
- Partially State Funded – the battle
  - Changes since last summer………
    - Goodbye money
    - Creation of the “3 in 3” initiative
- Self generating income
  - Group Sponsorships
  - Preceptorships and Certificates Programs
  - Externships
  - Clinic Revenue
  - Faculty Practice Model

The Challenge: Create Funding for Future Stability and Growth
WRAP UP

CHALLENGES ARISE FROM ........
WORKING TO STAY GOAL DRIVEN

Raymond A Cohlmia, D.D.S.
Dean, University of Oklahoma College of Dentistry
Lions, Tiger, and Bears; Oh My! Stay Goal Driven

- Challenges Arise from:
  - Generations
  - An outdated academic model
  - Funding / Business Changes
  - Outside Demands of Student Preparation
  - Team Health Environment / Inter professional Education
  - Technology Demands
  - Engaging our Students in this new teaching environment
  - Adequate and Qualified Faculty Recruitment and Retention
Staying Goal Driven

Obstacles are what you see when you take your eyes off your goal.
Staying Goal Driven

Obstacles are what you see when you take your eyes off your goal

*However* .................
Staying Goal Driven

“Obstacles are the only thing you see when you don’t have a goal”
Staying Goal Driven

“Obstacles are the only thing you see when you don’t have a goal”

This is my challenge as a leader to the college... and profession

Raymond A Cohlmia, D.D.S.
Dean, University of Oklahoma College of Dentistry
Staying Goal Driven

“Obstacles are the only thing you see when you don’t have a goal”