Lynne Lancaster and David Stillman founded and launched BridgeWorks in 1998 with the objective of educating corporate America about the four distinct generations at work and identifying ways to bridge the generational gaps that challenge how organizations hire, retain, and motivate employees. In 2002, BridgeWorks conducted a national survey with employees on generational issues that resulted in their best-selling book titled “When Generations Collide” (Lancaster & Stillman, 2003). Also interested in studying generational issues in organizations, Claire Raines and associates’ 1999 book titled “Generations at Work” (Zemke, Raines, & Filippczak, 1999) aims to help leaders in organizations to better understand the gulf that separates the generations, and offers practical guidelines for tapping the potential of each generation. The following summary of their work includes information on (a) the four distinct generations, (b) learning applications of the generational differences, and (c) tips for motivating the different generations. (continued, page 3)
FDR FACULTY MEDIATORS

These are the UNM faculty who have completed the FDR 36-hour mediation training. The FDR program may call upon them to assist with faculty-faculty, faculty-administrator, faculty-staff, or faculty-student disputes (with the approval of all parties involved). Faculty mediators may also assist informally with difficulties that might arise in campus interaction settings, e.g., teaching and research interactions, and faculty and committee meetings. Some mediators pursue additional mediation training and may also volunteer their mediation services in their communities, at Metro Court, and in other arenas.

They contribute to a climate of constructive communication and provide a great service to UNM!

Andrea Allan, HSC Neurosciences
Rosa Auletta, Dev. Sths, Learning Comm., UNM-V
Joseph Barbour, UNM Valencia
Martha Baum, Law
Claire Lise Benaud, University Libraries
Gloria Birkholz, Nursing, Emerita
Steven Block, Music
Lisa Broidy, Sociology
Stephen Burd, ASM
William Buss, Neurosciences, Emeritus
Anne Calhoun, Lang., Lit., Sociocultural Studies
Jean Civikly-Powell, Faculty Dispute Resolution
Dorothy Clough, Nursing, Emerita
Gene Coffield,* Indiv., Family & Community Educ., Emerita
Mary Jane Collier, Communication & Journalism
John Cornish, Extended University, English
Cara Lea Council, Biology
Patricia Covarrubias, Communication & Journalism
Janet Cramer, Communication & Journalism
Terry Crowe, Occupational Therapy
Gary Cuttrell, Dental Services
Zina Daniels, Orthopedics, Physical Therapy, Emerita
Susan Deese-Roberts, University Libraries, Emerita
Gloria Dyc, Arts & Letters, UNM Gallup
Mark Emmons, University Libraries
Santa Falcone, Public Administration
John Feldman,* School of Law
Corey Ford, Neurology/Office of Research
Barry Gaines, English
Patricia Gillikin, English, UNM Valencia
Tim Goldsmith, Psychology
Maria Dolores Gonzales, Spanish & Portuguese
Shuhong Guo, Health Sciences
Miriam Gustafson, English, UNM Valencia
Mary Harris, Education, Emerita
Gary Harrison, English
Karl Hinterbichler, Music
Scott Hughes,* Law
Jami Lynn Huntsinger, English, UNM Valencia
Dubra Karnes-Padilla, UNM Valencia
Kate Krause, Economics
Alice Lawson, UNM Valencia
Vonda Long, Counselor Education, Emerita
Wanda Martin, English
Estella Martinez, Ind., Fam., & Comty. Edu., Emerita
Prasad Mathew, Pediatric Hem/Onc, HSC
Virginia McDermott, Communication & Journalism
Margaret Menache, Family & Community Medicine
Sarah Morley, Health Sciences Center Library
Leslie Morrison, Neurology/Academic Affairs, SOM
Helen Muller, ASM, Emerita
Bruce Noll, Educ. Ldshp. & Org. Learning
Eric Nuttall, Chemical & Nuclear Eng., Emeritus
Leslie Oakes, ASM
John Oetzel, Communication & Journalism
Lee Orozco, Civil Engineering
Daniel Ortega, Law
Jay Parkes, Educational Psychology
Patricia Payne, Nursing
Susan Pearson, Theatre & Dance
Mary Power, English
Ric Richardson,* Architecture & Planning
Deborah Rifenbary,* Indiv., Family, & Community Educ.
John Rinaldi,* Education, Emeritus
Sherry Rogers, Cell Biology & Physiology
Susan Romano, English
Randy Rosett, Anesthesiology
Adrienne Salinger, Art & Art History
Barri Sanders, UNM Taos
Laurie Schatzberg, ASM
David Scott, College of Education
Virginia Seiser, University Libraries, Emerita
Anne Simpson, Internal Medicine, Geriatrics
Brian Solan, Family and Comm. Medicine
Patricia Stall, Education, Emerita
Pamela Stovall, UNM Gallup
Eleanor Trotter, Biology
John Trotter, School of Medicine, Emeritus
Claire Verschaeghen, Cancer Research & Treatment Center

(continued, page 3)
When Generations Collide at Work

Four Distinct Generations

As generational differences are often overlooked at the workplace, Lancaster and Stillman (2003) argue for the need to understand who the generations really are, how each generation shares a common history, and what makes them tick. Based on critical icons, events and conditions that shape and determine the formation of each generation, the authors argue that each generation has adopted its own “generational personality” (p. 14). In short, the four separate and distinct generations working shoulder-to-shoulder in the workplace today are: the Traditionalists (born 1900-1945) with a population size of 76 million; the Baby Boomers (born 1946-1964) of 80 million; the Generation Xers (born 1965-1981) of 46 million; and the Millennials (born 1981-1999) of 76 million. The grid below is intended to offer a snapshot of some of the critical events and conditions that influenced the generations in their formative years.

<table>
<thead>
<tr>
<th>Defining Events</th>
<th>Traditionalists</th>
<th>Baby Boomers</th>
<th>Generation Xers</th>
<th>Millennials</th>
</tr>
</thead>
<tbody>
<tr>
<td>WWI; the Great Depression; WWII; the Korean War; the GI Bill; the Cold War</td>
<td>Booming birthrate; economic prosperity; Vietnam; Watergate; protest and human rights movements; rock ‘n’ roll; suburbia; dual incomes</td>
<td>Sesame Street and MTV; personal computers and video games; children of divorce; AIDS, crack cocaine, and drunk drivers; loss of world safety</td>
<td>Expansion of technology and the media; drugs and gangs; pervasive violence; widening chasm between haves and have-nots; rapid immigration growth</td>
<td></td>
</tr>
<tr>
<td>View of Institutions</td>
<td>Loyal to institution</td>
<td>Want to put their stamp on institutions</td>
<td>Are skeptical of institutions</td>
<td>Judge institutions on their own merit</td>
</tr>
<tr>
<td>Traits</td>
<td>Loyal; patriotic; fiscally conservative</td>
<td>Optimistic; highly competitive</td>
<td>Skeptical; eclectic; resourceful; self-reliant</td>
<td>Pragmatic; confident; an appreciate of diversity; collaborative; media and technology savvy</td>
</tr>
</tbody>
</table>
Four Distinct Generations Cont.

The grid on the previous page, however, does not include Cuspers, those who have a foot in two generations. Lancaster and Stillman approximate three different groups of Cuspers who may have a generational crisis but fill equally important roles in corporate America: Traditionalist/Baby Boomer (born 1940-1945); Baby Boomer/Generation Xer (born 1960-1965); and Generation Xer/Millennial (born 1975-1980).

Learning Applications

Lynne Lancaster (as cited in Cox, March 17, 2004) appeals to organizations to consider conducting an analysis of the generational puzzle within their organizations by responding to the following questions:

- Does the organization understand and embrace the contributions of each generation? How is this evident?
- How is each generation currently being understood or stereotyped?
- What does each generation bring to the table? How do they clash? How do they interact?
- What is your expectation of the roles each generation will play in decision-making?
- What are you doing to hire and retain employees from each generation?
- How do generational influences and shifts affect your succession plans?
- What needs to happen to weave generational respect into your organizational culture?
- Who will lead the charge?

Tips for Motivating the Different Generations

Zemke, Raines, and Filipczak (1999) offer the following tips for motivating employees from the four different generations.

Motivating Veterans (born 1922-1943) whose earliest memories and influences are associated with World War II:

- Take time for the personal touch. Hand write a note rather than e-mail.
- Let them chat and socialize between assigned tasks.
- Honor their hard work with plaques and other symbolic records of achievement.

Motivating (Baby) Boomers (born 1943-1960) who were raised in the era of extreme optimism, opportunity, and progress:

- Give them lots of public recognition.
- Give them a chance to prove themselves and their worth.
- Give them perks with status, such as a travel allocation.
- Assist them in gaining name recognition throughout the institution.
- Quote them in an institutional publication.
- Ask for their input. Get their consensus.
- Reward their work ethic and long hours.

Motivating Xers (born 1960-1980) who were born after the blush of the Baby Boom and came of age deep in the shadow of the Boomers and the rise of the Asian tiger:

- Give them lots of projects. Let them take control of prioritizing and juggling.
- Give them constant constructive feedback.
- Give them time to pursue other interests – even have fun – at work.
- Invest in the latest computer technology. They’ll see it as an investment in their work.
- Be conscious of perks up the ladder. Xers don’t crave status symbols, but resent it when others get very visible, expensive recognition.

Motivating Nexters (born 1980-2000) children of Baby Boomers and the early Xers; born into the current high-tech, neo-optimistic time:

- Learn about their personal goals. Show how their goals mesh with the institution’s goals.
- Make all opportunities truly equal. Forget traditional gender roles.
- Be sensitive to the potential for conflict with Xers.
- Open avenues for education and skill-building.
- Establish mentor programs.

References


(Summary prepared by Yea-Wen Chen, FDR Graduate Assistant)