



Newsletter
Volume X, No. 1
Fall 2009



The FDR logo is a Triskelion design from the late Bronze Age. A lively symbol, it gives a distinct impression of movement, always ongoing, fully connected, expressing continuity and balance.

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The real art of conversation is not only saying the right thing in the right place, but . . . to leave unsaid the wrong thing at the tempting moment.

-- Dorothy Nevill

Faculty Dispute Resolution

When Generations Collide at Work

“So much of what is going on in our lives is seen through our own generational lens.”

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, & Filipczak, 1999) aims to help leaders in organizations to better understand the gulf that separates the generations, and offers practical guidelines for tapping the potentials 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)

WWW.MAKEBELIEFSCOMIX.COM

Will Teachers Learn?

Greg Smith



This comic strip was created at MakeBeliefsComix.com. Go there to make one yourself!

CONGRATULATIONS to the FDR Mediation Class, Fall 2009!

Teresa Anderson, Pediatrics
 Pamela Arenella, Psychiatry
 Anjana Mudambi, Communication & Journ.
 Cleophas Muneri, Communication & Journ.
 Gloria Napper-Owen, Health, Exer. & Sprt Sci.
 Teresa Neely, University Libraries
 Kate O’Neill, UNM – Taos
 Christina Perry, Health, Exer. & Sports Science

William Pockman, Biology
 Adrienne Salinger, Art & Art History
 Mario Suazo, UNM – Taos
 Sarah Thomas, Psychiatry
 Claire Verschraegen, Cancer Res. & Trtmt. Ctr
 Joni Young, Accounting/ASM
 Olga Zaytseva, Communication & Journ.

A big THANK YOU to our Faculty Mediator Coaches!

Steven Block, Music
 Yea-Wen Chen, Communication & Journ.
 Jean Civikly-Powell, FDR
 Mary Jane Collier, Communication & Journ.
 Zina Daniels, Orthopedics, Physical Therapy
 Mark Emmons, University Libraries

John Feldman, Law
 Wanda Martin, English
 Virginia McDermott, Communication & Journ.
 Deb Riftenbary, Indiv., Fam., & Comty. Educ.
 Laurie Schatzberg, ASM
 Carolina Yahne, CASAA, Emerita

— 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. Sts, Learning Comm., UNM-V
 Joseph Barbour, UNM Valencia
 Marsha Baum, Law
 Claire Lise Benaud, University Libraries
 Gloria Birkholz, Nursing, Emerita
 Steven Block, Music
 Lisa Broidy, Sociology
 Stephen Burd, ASM
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 Jean Civikly-Powell, Faculty Dispute Resolution
 Dorothy Clough, Nursing, Emerita
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 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
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 Mark Emmons, University Libraries
 Santa Falcone, Public Administration
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 Corey Ford, Neurology/Office of Research
 Barry Gaines, English
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 Tim Goldsmith, Psychology
 Maria Dolores Gonzales, Spanish & Portuguese
 Cathy Gutierrez-Gomez, Individ., Family & Community Educ.
 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
 Dobra Karnes-Padilla, UNM Valencia

Kate Krause, Economics
 Alice Lawson, UNM Valencia
 Vonda Long, Counselor Education, Emerita
 Wanda Martin, English
 Estella Martinez, Ind., Fam., & Comty. Educ., 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
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 Lee Orosco, Civil Engineering
 Daniel Ortega, Law
 Jay Parkes, Educational Psychology
 Patricia Payne, Nursing
 Susan Pearson, Theatre & Dance
 Mary Power, English
 Ric Richardson,* Architecture & Planning
 Deborah Rifenburg,* Individ., Family, & Community Educ.
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 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
 Virginia Shipman, Individ., Family, & Community Educ.
 Anne Simpson, Internal Medicine, Geriatrics
 Brian Solan, Family and Comm. Medicine
 Patricia Stall, Education, Emerita
 Pamela Stovall, UNM Gallup
 Eleanora (Ellie) Trotter, Biology
 John Trotter, School of Medicine, Emeritus
 Claire Verschraegen, Cancer Research & Treatment Center

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Tim Wadsworth, Sociology
 Howard Waitzkin, Sociology, Fam. & Comm. Med.
 Eileen Waldschmidt, Teacher Education
 Jacqueline Weeks, UNM Gallup, Emeritus
 Olaf Werder, Communication & Journalism
 Sherman Wilcox, Linguistics

Ebtisam Wilkins, Chemical & Nuclear Eng., Emerita
 Fran Wilkinson, University Libraries
 Amy Wohlert, Dean, Graduate Studies, ASM
 Carolina Yahne, CASAA, Emerita
 Steven Yourstone, ASM

*Trained Mediator, with program other than FDR

Want to learn more about Faculty Dispute Resolution?

Please visit us at: www.unm.edu/~facdr

The FDR website provides information on resolving workplace conflicts and moving forward to productive interactions . The website offers extensive information about the following topics:

- Faculty Dispute Resolution and Roster of FDR Faculty Mediators
- How mediation works
- Articles and Chapter Summaries
- Archives of FDR Newsletters
- Workshops and Mediation Training
- Department Chair Resources (link to ACE)

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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.

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

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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

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- Zemke, R., Raines, C., & Filipczak, B. (1999). *Generations at work: Managing the clash of Veterans, Boomers, Xers, and Nexters in your workplace*. New York: AMACOM Books.