

RECOMMENDATION

**Amy Sikalis, MPA**

Director of Research, Intermountain Healthcare

**Marcia Trudgen, BA & CRA**

Business Manager, Institute of Social and Economic Research,  
University of Alaska Anchorage

RECOMMENDATION

**Amy Sikalis**

Administrative Director  
Intermountain Health Care: Office of Research &  
Institute for Health Care Delivery Research  
Salt Lake City, Utah

Amy has been in research administration for 16 years. Before coming to Intermountain Healthcare in 2004, she worked at the University of Utah for 14 years, 12 of which were in the Office of Sponsored Projects, completing her career there as Assistant Director for the Health Sciences Office. As an active member of the Society of Research Administrators (SRA) since 1994 she has served on planning committees for both regional and national meetings. Amy has prepared and presented "P.I. Transfers" and "Compliance toward the Cost Accounting Disclosure Statement." Amy has a Masters in Public Administration and undergraduate degree in Communications/Decision Making.

RECOMMENDATION

**Marcia Trudgen**

Business Manager  
Institute of Social and Economic Research, University of Alaska  
Anchorage, Alaska

Marcia has been in research administration for over 30 years. Before coming to the University of Alaska in 1978, she worked in international scientific exchange at the National Academy of Sciences and managed a coastal geology research center at the universities of Massachusetts and South Carolina.

A member of SRA since 1987, Marcia served as SRA Western Section President and chaired the 2001 section meeting in Anchorage. She was a member of the SRA Board of Directors and Bylaws Chair from 2001-2003. In 1998 she became the first Alaskan to obtain a CRA and was on the Board of Directors of the Research Administrators Certification Council from 2003-2006. Marcia has a B.A. in International Relations with a minor in Anthropology.

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LEARNING OBJECTIVES

1. Identify and understand multiple generations
2. Participation in generational exchanges and examples
3. Draw conclusions for maintaining successful professional relationships

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LEARNING OBJECTIVES

- \*A premise about generational differences would be to recognize inherent strengths and weaknesses of the tendencies for each generation
- \*We will be discussing differences in generational outlook, work ethic, turn-ons and turnoffs

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GENERATION

× Born before 1945



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GENERATION

- × Events and influences: Roaring 20s, Great Depression, New Deal, World War I & II and the Korean War
- × Trends: Family, Betty Crocker, Radio Hour, "waste not want not," Big Band, Patriotism, Rise of labor unions
- × Traits: Traditional values, work dedication, respect for authority, duty before pleasure
- × One word descriptor: Loyal



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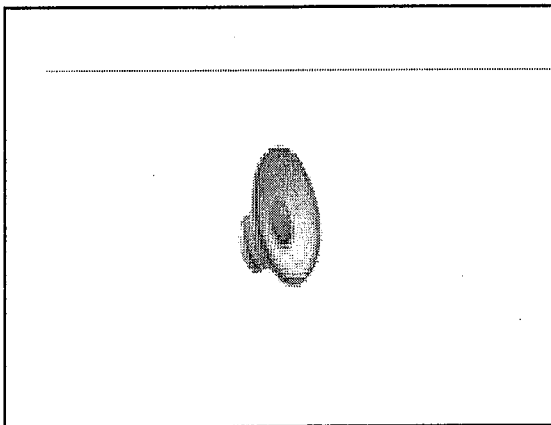
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1946-1964

× Born 1946-1964



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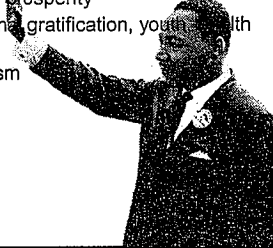
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1946-1964

- × Events and influences: Civil Rights movement, Vietnam, Women's Liberation, Television, mood rings and assassinations (JFK, RFK, and MLK)
- × Trends: Rock n' Roll (Beatles, Monkeys, Stones, Joplin & Dylan), Elvis, Stagflation and prosperity
- × Traits: Team oriented, personal gratification, youth health and wellness, community
- × One word descriptor: Optimism



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1965-1980

\* Born 1965-1980



A grid of 12 small black and white images representing various cultural figures and trends from the 1965-1980 era. The images include athletes like Muhammad Ali and Tom Brumley, musicians like James Brown and Prince, and actors like John Travolta and Jodie Foster. There are also images of a woman in a dress and a man in a suit.

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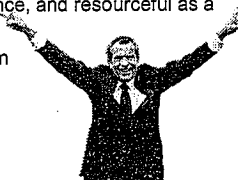
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1965-1980

- \* Events and influences: Watergate, Iran, single parent homes (divorce rate tripled)
- \* Trends: Computers, Cell phones, Cable TV, Rap, Disco, Reggae, Michael Jackson, and Prince
- \* Traits: Techno literacy, creativity and fun, self-reliance, reality based, no corporate alliance, and resourceful as a rule
- \* One word descriptor: Skepticism



A black and white photograph of a man in a suit with his arms raised in a celebratory gesture. He is smiling and looking towards the camera.

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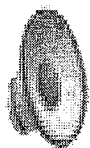
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A black and white image of a pair of headphones, likely representing the trend of music and technology mentioned in the text above.

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GENERATION Z

× Born 1981-1999



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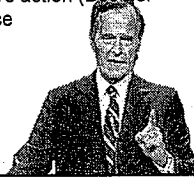
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GENERATION X

- × Events and influences: Schoolyard violence, gangs, Challenger disaster, fall of Berlin wall, TV talk shows, Oklahoma City bombing
- × Trends: Computers, pocket technology, and information, movies
- × Traits: In control, desensitized, diversity, connected, sociability, empowered to take positive action (Boomer parents), achievement and confidence
- × One word descriptor: Realistic



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GENERATION Y

- × Traditionalists – looking at age 63 and older
- × Learn from their experience
- × Low stress communication
- × Consistency and Uniformity
- × Turn offs: Vulgarly
- × Don't count them out just yet
- × Respect, leadership by authority



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GENERATION Z (1997-2012)

- × **Baby Boomers** – looking at ages 44 - 63
- × Time starved...stressed out (caretaker)
- × Turnoffs: political incorrectness
- × Show them you care (tend to be love/hate)
- × The New 50 and retirement
- × Teamwork, leadership by consensus
- × Optimism



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GENERATION Y (1982-2001)

- × **Generation X** – looking at ages 28 - 43
- × Survivor mentality – private
- × Process information quickly (need access)
- × Leadership by competence, unimpressed with authority
- × Multitask oriented (don't micromanage)
- × Turnoffs: cliché, hype
- × Skepticism

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GENERATION X (1965-1981)

- × **Millennials** – looking at ages 9 - 27
- × Interaction and feedback – lots of questions. Be specific; answer the "Why?"
- × Global and inclusive. Leadership by pulling together. They are hopeful. Polite view of authority
- × Career path oriented, determined, innovative
- × Turnoffs: promiscuity
- × Realistic



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PROFESSIONAL CHARACTERISTICS

- \*Role defined in many ways
- \*Crosses many service lines
- \*Hierarchical
- \*Formal versus Informal in context
- \*Secure or insecure (stable) industry
- \*Profession is influenced by people, time and place

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WHAT IS THE CONNECTION

- \*What do you think of when you think about the profession of Research Administration and generational differences?

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ISSUES

The new recruits. In the Office of Research at Superior College, we try to hire people with experience and a college degree; they make up about 1% of our total workforce. By and large, new Research Coordinators and Administrators are managed by people in their 40s. Managers seem to be mystified by these new employees. They say that they are not loyal, won't make a commitment, and have no work ethic. What is needed in this relationship to make an effective team?

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I am a Research Accountant, 27 years old, that has been with the Superior College for four years. Although this is my fourth job since graduating from college, in the four years that I have been at this job, I have learned the job at warp speed and moved up quickly within the department. I get along with all of the ten Accountants that work for me except for one. She is sixty-three and works in another building. I visit her office once a month, and I speak to her or send her e-mails two or three times a week. She is overly courteous, even to customers, but treats me like a kid. What can the Account manager do to gain credibility?

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- \*Each of these areas have boundaries – professional and context driven
- \*Expectation of consistency and predictability in professional relationships

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**QUESTION**

\*Generational stereotyping is "out" and  
Generational etiquette is "in"

\*Fact or fiction:

- +Traditionalist
- +Boomers
- +Xers
- +Nexters

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**QUESTION**

"So what do we do to recruit and retain the Gen X and Gen Y worker? First, we recognize that their motivations are different, their desires are different, and then, after we put them all in a nice generational box, we ask them about their motivations and desires, because not everyone fits into a nice generational box. Remember that your employees are individuals who each come from a lot of backgrounds: their family, the community where they grew up, their education, their ethnicity, their personal experience, and of course, their generation. Each of us have all those pieces of background packed into the baggage we lug with us through life. Ask, listen with generational sensitivity, and then accommodate as you can, just as you would with any other market."

Generations at Work, Ron Zemke, Clair Rains and Bob Filipczak

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**QUESTION**

\*See attached

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PROBLEMS

- \*Generations at Work, Ron Zemke, Clair Rains and Bob Filipczak
- \*When Generations Collide, Lynne C. Lancaster and David Stillman
- \*Millenials Rising: The Next Great Generation, Neil Howe and William Strauss
- \*Google & [www.who2.com/birthday](http://www.who2.com/birthday)

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QUESTIONS

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