Generational Conflict
A New Paradigm for Teams
of the 21st Century

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Recent literature has been pointing to the fact that, in the workplace, there has been a growing state of tension and conflict between the Baby Boomers, those between 55 and 37 years of age, and Generation X, those between 36 and 18 years of age. A study was conducted to see if there were any significant differences between the Boomers and the Xers in the extent to which they valued teams. The study yielded the unexpected result that the Xers were significantly more team-oriented than were the Boomers. A second study was immediately undertaken to see whether there were any significant differences in terms of individualism versus collectivism between the generations. The second study showed that the Xers were significantly more individualistic than the Boomers. The combined finding from both studies (i.e., that Generation Xis significantly more team-oriented and more individualistic than the Baby Boomers suggests that team building is as important as ever but must be conducted under a different paradigm.

Major differences between the two generations are presented, as well as a comparison of two polar models for team development. The Traditional model, which is supportive of Boomer values, is presented and

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contrasted to the Authentic model, which originates in the Gestalt theory base and is more closely associated with the Xers' values, as suggested by the research. Ten suggestions are presented for working with teams that include Generation Xers.

MUCH OF THE LITERATURE OVER THE PAST 15 years has been predicting a coming "Armageddon" between the two generations that currently make up today's workforce, the Baby Boomers and Generation X. The Baby Boomers, born between 1945 and 1963 are close to 77 million strong and occupy the top positions in most public and private sector organizations. Generation X, born between 1964 and 1983, are approximately 48 million strong and are now working adults or **in** college.

A review of the literature, focusing on this generational issue, revealed several things. First, there does seem to be a difference in values between the two generations. Second, as a result of this they do seem to be on a collision course. Third, all the literature is anecdotal or opinion based. There is no empiric data upon which to base decisions.

The critical question that spurred the initial research was: "Are the Baby Boomers, who are holding the top policy-making positions in most organizations, creating teams for Xers, according to Boomer values, thereby courting Xer disinterest or rebellion, rather than the collaborative spirit sought?" The answer, in many cases, is "Yes" but not for the reasons or in the ways we originally thought.

Two empiric studies were conducted over a two-year period to test for differences between the generations as they pertain to team membership.

The combined results of both studies presents a paradox of sorts that has to be dealt with. The finding that Generation Xis significantly more individualistic and significantly more team-oriented than the Baby Boomers suggests that team building has to continue to be a priority for most organizations. It turns out that team structures meet the needs of the incoming workforce as much as, or even more than they have for the preceding one. The paradox is that we must now start developing teams for highly individualistic employees with a different set of values. This requires a different team-building paradigm than the community-based one that is currently in vogue.

The current mainstream paradigm is called the Traditional model. It is community-based and holds that effective teams are based on common ground and similar interests. The alternative paradigm is the Authentic individual-based model that insists that the most important element in team building is how each contributing member is uniquely different from all other members. The Authentic model makes different assumptions about what is necessary to reach group effectiveness

and offers a clear contrast to the Traditional view. Both approaches aspire to the same end, that is, to have highly effective task teams that work well together. Where they differ is on how this end state is best achieved. Let's take a closer look.

A Brief Look at the Past

In looking at teams today, there are two polar models. At one end is the Traditional team, which has its origins in the organizational/ educational setting. At the other end is the Authentic team, which springs from the clinical setting. Each model represents an extreme position on a continuum, and most teams will be formed, to a greater or lesser degree, within the values and assumptions of one or the other models. It is important to note that there are many other variables that will impact how a team is formed, for example, company values, organizational objectives, or mission of the system. The models being presented represent a clear choice about how differences among team members are surfaced and the processes with which they are dealt.

These team-building models being presented in this piece are taken from a conceptual article by Hank Karp in 1998. The work of Stan Herman (1974; Herman and Karnish, 1977) and other work by Hank Karp (1998; Karp, Fuller, and Sirias, 2001) originate in the Gestalt theory base. They provide the theoretic background for the assumptions and suggestions being made here, and they are conceptual in nature. The Authentic model is presented as an already established paradigm that is consistent with the values of Generation X.

The Traditional Team

The Traditional organizational team concept has its theoretic origins in the Human Relations movement that emerged in the 1930s. Its actual point of origin is usually considered to be the Hawthorne Studies conducted by Reothlisberger and Dickson (1936). Notably, Elton Mayo (1919) took up the cause of the worker even prior to that as a counter to Frederick Taylor's (1911) advocacy of scientific management. The actual focus on group dynamics, leading to team interaction, started with the founding of the National Training Laboratories (NTL) in the late 1940s. This basic model comes out of the field of education. It is based on community and the perceived need to share common values. The Traditional paradigm is "normative," advocates a "one best way" of building teams, and is characterized by several assumptions:

1. Human behavior is subject to certain "laws" of group dynamics and/ or specific directions.

2. These laws and directions are normative, being better than others, and are distinctly preferred to those that go in the opposite direction; for example, Theory Y is far better than Theory X (McGregor, 1957) or democracy is a superior form of leadership to autocracy as advocated by Likert's (1961) principle of supportive relationships and so forth.

3. Because of these assumptions, it is possible to clearly define categories of behavior and thus to assign individuals to these categories in order to deal with them more easily, for example, Myers typology (1987).

4. Individuals and organizations that do not conform to the normative values are not maximizing their full potential and, therefore, are subject to training and consultative work that is specifically geared to getting them on board, for example, moving toward the 9'9' position in Blake and Mouton's Grid Theory (1964).

5. There are preferred behaviors that are necessary for a group to adopt and foster, before it can function effectively as a team, for example, openness, trust, and cooperation.

A typical Traditional team puts a lot of emphasis on common values and objectives. There is a norm for getting along well and maintaining a high degree of openness, trust, and shared feelings. Emphasis is placed on everyone participating on all issues confronting the group. Conflict is honored, and there is an attempt to resolve it as quickly and effectively as possible. Group cohesion is an important value, and maintaining supportive interpersonal relationships may be as important as accomplishing the team objective. In most cases, a standard for effective team behavior is established, and current behavior is measured against it. The basic unit is the team.

For the last 40 years or so, graduate programs in Business and in Organizational Behavior and consultants in the field have been using and evolving this model of team development. It has been successful, to a large degree, because it is built upon and is consistent with the Baby Boomer values discussed earlier and is also well represented in the values of the generation that came before it.

The Authentic Team

Authentic teams have their theoretic origins in Gestalt therapy, which is based on the work of Fritz and Laura Perls. Although conceived several decades earlier, Gestalt emerged in the early 1960s as a strong counter to traditional psychoanalysis and other therapies that had been based on the medical model (i.e., someone is either mentally ill or

mentally healthy). Gestalt has been frequently referred to as "therapy for normals" and is based on a personal growth model, that is, how people can increase their ability to get what they want. In his last book, Perls (1973) pointed out that perfect therapy can be done by the therapist (or parent or coach or manager) asking only three questions: "What are you aware of, right now?" "What do you want, right now?" "How are you stopping yourself from getting it, right now?"

Premises that differentiate Gestalt therapy from the medical model include:

1. The mind and body are an integrated system, not separate, unrelated parts of the person.
2. The prime value is on self-support, individual responsibility, and making conscious choices.
3. The major skill needed to better one's life and to make better choices is through increased awareness of what is occurring right here and right now.
4. Finishing unfinished business and saying good-bye to things that are gone forever frequently need to be addressed before one can move on.
5. At some level, people choose to be where they are in their lives. This being so, they also have the power to make other choices as well.
6. Being successful, content and happy depends mostly on one's ability to make and maintain good contact with oneself, the environment, and those in it.
7. Each individual, including oneself, is valued for his or her uniqueness, that is, how each person is different from everyone else, not similar. This differentiation is predicated on maintaining clear and identifiable boundaries.
8. "Acting out" is a positive, rather than a negative, therapeutic function. Experiencing how you are blocking your own growth is infinitely more insightful than merely understanding it cognitively.

While these few distinctions are an oversimplification of the Gestalt approach, they serve to illustrate its thrust and its focus. Gestalt mandates that individuals be more self-supportive and in control of their own lives. It maintains that personal growth is a matter of individuals being aware of where they are in the present, where they would like to be in the future, and how they are stopping themselves from making the transition from here to there (Perls 1973).

By the mid-1970s, several organization development (OD) consultants and theorists began to see the potential value of Gestalt as a

practical model for organizational growth as well as for individual growth.

Herman and Kornich established the Gestalt approach to organization development in their book *Authentic Management* (1977) by applying the basic assumptions and strategies of Gestalt theory to interpersonal contact in the work setting. According to them, effective management was based on the manager being clear, strong, and aware of what was being experienced and observed in the working environment. The term *Authentic teams* derives from their initial work.

In 1974, the Gestalt Institute of Cleveland began the Organization & System Development (OSD) Program, which is a two-year program to train professional OD consultants in Gestalt theory and practice. Today, there are hundreds of Gestalt OD practitioners worldwide. While some operate almost exclusively out of a Gestalt frame of reference, others have added Gestalt theory and practice to their existing approach, creating a more individual and eclectic OD strategy for their interventions. The underlying assumption is that the dynamics that foster personal growth and increased effectiveness in individuals are just as applicable to groups. Those processes that can aid an individual in becoming more functional and effective as a person can have the same effect in assisting a group in becoming a team.

A typical Authentic team would appear somewhat different in how it operates as compared to the Traditional team. In contrast, the Authentic team, while just as committed to the need for common objectives, supports the right of each individual member to hold whatever values they have. The value is placed on how unique each member is, rather than on how similar. The initial step in team building is to differentiate the members prior to finding more effective ways to work together. Participation is based upon each member's ability and involvement to participate on whatever the specific issue is. In some cases this will involve the entire team; in others it may not.

Conflict is seen and valued as a natural and constructive force in a healthy group. While specific issues need to be settled, conflict itself is managed, rather than resolved. The assumption is that people are always going to see things differently, and those varying perspectives must be managed effectively.

Group cohesion is seen as a by-product, rather than as an objective. There is no norm or pressure for people liking each other. The only demand is that people get along well enough to be able to work together willingly. Authentic relationships are much more highly valued than good working relationships. There is no particular norm for how people should get along. Relationships are questioned only if they get in the way of maximizing the work. The basic unit is the individual.

Herman (1974) and Karp (1998) have identified 21 distinctions between the Traditional approaches and the Authentic approach to OD. The Traditional positions are more consistent with the values that are associated with the Baby Boomers. The Authentic positions seem much more identified with Generation X. This is not a matter of mutual exclusion but, rather, a question of which options the respective generations feel more comfortable with, in light of the current research.

Nine distinctions that have particular relevance to the role of the individual team member in the development of effective work teams are:

1. Traditional: Interdependence is the key value.
    Authentic: Individual autonomy is the key value.

While interdependence is clearly the value of the human relations-oriented traditional approach to team building, it is considered an option from the Independent/Gestalt perspective. Autonomy and individual choice are the higher values since, ultimately, it is the individual who must answer for his or her choices and actions every time. Gestalt also recognizes that working interdependently is a valid option each and every time a situation presents itself.

2. Traditional: Experimenting with new process behaviors is preferred.
    Authentic: Increasing awareness of existing behaviors is preferred.

While experimenting with new ways of interacting with team members in an effort to better the working relationships is beneficial, it is frequently premature. Often this is a case of attempting a solution before the problem is clearly defined. It is far more important for team members to become more aware of how they are presently interacting and the effects of those interactions and then determine what the appropriate responses might be.

3. Traditional: Good work is a result of good working relationships.
    Authentic: Good working relationships are the result of doing good work together.

This is not a play on words; it's a matter of which is the "cart" and which is the "horse." The traditional view concentrates energy on developing more supportive relationships, that is, building trust, cooperation, and openness among team members. The reasonable assumption is that work will progress at a rapid and effective rate because of team members having more supportive working relationships. While this makes sense at first, it also creates a problem.

Alongside trust is mistrust. Alongside cooperation is self-interest. Alongside openness is the desire for privacy. If the team is operating out of a normative stance of how it "should" be, it is following a set of externally imposed values that not everyone on the team accepts at the same level. The natural tendency of individuals to mistrust, operate out of a sense of self-interest, and seek privacy will be suppressed. This collusion to repress negative attitudes detracts from group effort. While there may be an appearance of good working relationships, "authentic" working relationships will be nowhere in sight.

On the other hand, if the focus is on work itself, dealing with interpersonal issues only when they surface and detract from group effort, more energy goes into performance. High levels of performance increase the team's probability for success. The paradox here is that people who are jointly successful tend to appreciate each other as individuals more.

4. Traditional: Appropriate behavior is determined by conformance to team norms.
   Authentic: Appropriate behavior is determined by individual choice to each situation.

The key to the Authentic approach and, to some extent, Generation X values is that people rely on their own sense of what is appropriate rather than on someone else's. This does not imply that group norms should not be recognized and adhered to. What it does imply is that group norms need to reflect the values of the individuals making up the group. It also implies that when there is a conflict between what the group sees as appropriate and what the individual sees as appropriate, the individual makes the choice about how to respond consciously, rather than blindly conforming to the group standard of behavior.

5. Traditional: Responsibility and rewards are best viewed in terms of team effort.
   Authentic: Responsibility and rewards are best viewed in terms of individual effort.

The thrust in most traditional-oriented groups is to create a strong team identity, even to the exclusion of maintaining individual identities. This has been encouraged more and more through the use of team rewards. The Authentic approach to teams also recognizes the positive aspects of team identity and the desirability for group cohesion but insists that it be based on recognizing the uniqueness of each individual that makes up the team. The word *responsibility* literally means the

ability to respond and can only be assigned on an individual basis. One can say that the team lost the game, but unless it is taken to the individual level to determine who did or did not do what, little opportunity is available to improve overall performance. Outstanding individual effort must be recognized even if the team result turns out to be less than expected.

6. Traditional: The value is on conflict resolution.
    Authentic: The value is on conflict management.

The Traditional view basically sees conflict as a necessary, but negative force that is unavoidable and seeks to find ways to constructively eliminate it. That is to say, if" consensus" is good, then that which destroys it must be bad. The Gestalt view is that conflict is a good way for strong people to work together. It is the prime source of energy and creativity for most groups.

7. Traditional: Attempts to empower others.
    Authentic: Recognizes only self-empowerment

Empowering others is one of the more popular currently held Traditional team values. To think that any one individual can have that kind of effect on another individual is really to assume some godlike characteristics. The Gestalt position is that the only person that you can every truly empower, or disempower, is yourself. Power in its simplest form is really the ability to get all of what is wanted from the environment, given what is available. You can encourage others and authorize others; you can even assist others or just get out of their way, but the one thing you can never do is empower others. That is something each person, each individual team member, has to do for him or herself.

8. Traditional: Values being "open."
    Authentic: Values being "up front."

Openness is one of the key identifying values of the traditional approach to team building. "Openness" says that I will tell you what I am thinking and/ or feeling at all times. The implication is that I will hold nothing back. Gestalt puts a much higher value on being "up front" rather than being "open." The right to individual privacy takes precedence over the team's right to know. By being "up front," I will choose to tell you what I want to disclose, and you can count on what I choose to tell you being honest.

9. Traditional: The effective team leader/ coach puts the welfare of the group before his or her own welfare.
    Authentic: The effective team leader/ coach looks to his or her own welfare first.

The willingness to place the good of the team ahead of one's own needs is one of the most admired traits of a Traditional leader and highly representative of Baby Boomer values. TheAuthentic view is diametrically opposed to this notion and holds that the pragmatic leader looks to his or her own self-protection first. This does not imply a disregard for the team or that actions will be taken that are in anyway self-serving and at the expense of the team.

There are at least three benefits to the leader/ coach checking in with his or her welfare first. One, people are reflexively going to be self-protective anyway, no matter who says that they should or should not be. This position, since it is natural, needs to be legitimized. Two, if there is threat or danger to the group, the leader/ coach will probably sense it as a personal threat first. Unless the leader gives himself permission to respond to a perceived threat at a personal level, he is not likely to sense potential danger and be able to warn the team or work with the team to avoid it. Three, if the team leader/ coach is the sole resource for what the team needs, by being self-protective, the leader is also protecting the team's sole resource and, paradoxically, is taking best care of the team. This is much like the flight instruction on commercial airplanes that says, "In case of emergency, secure your oxygen mask first, then see to your child's." If the situation calls for increased risk or a measure of self-sacrifice on the part of the leader/ coach, this is fine-so long as the choice is made consciously, the potential gain is worth the risk being taken, and the choice is seen as being in response to gaining an objective rather than in merely being virtuous.

A Different Team-Building Paradigm

At the heart of Traditional team building are normative concepts such as Theory Y, consensus decision making, and a collaborative approach to conflict resolution. The assumption is that any team will function more effectively when structured according to traditional values from a normative perspective. With this in mind, team development seeks to realign team members around a strong group identity with which each group member can individually identify. In other words, commonality is sought within a group of individuals who then align around their common attributes to form a team whose members essentially share common values and perspectives. Individual attributes are played
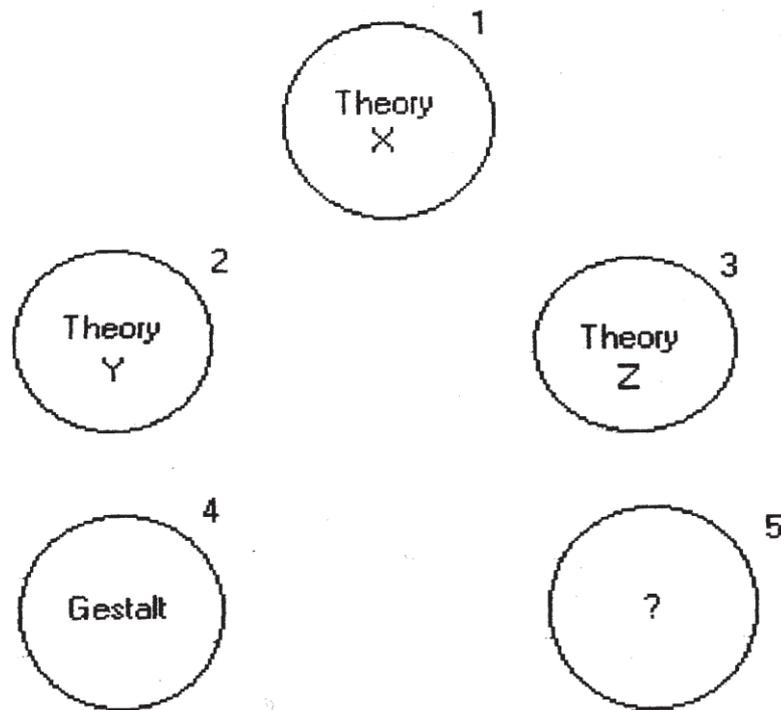
Figure 1. Entry Conditions.

down, or repressed, for the good of the team. Group rewards are of-fered, rather than individual rewards, and the universal motto is: "There is no 'I' in 'team.'"

All teams are made up of individuals, each one more different from than similar to other team members. Each has his or her own value system, perspective, and way of doing things. Figure 1 illustrates the typical entry conditions for a newly formed team.

The team leader, #1, is a little Theory X-ish in his assumptions; member #2 tends toward Theory Y; member #3 is a strong advocate of Theory Z; member #4 is Gestalt oriented, and member #5 is a little confused about the whole thing.

The question becomes, how does one make a team out of a diverse group of individuals such as this? There are two polar models that represent the extremes on a continuum of team-building theory. At one end is the Traditional model. The Traditional model is founded in the Baby Boomer values. It attempts to find a common frame of reference that each group member can identify with and support. For the greater part, it puts the good of the group above individual good and demands a participative set of values and techniques.

The Traditional consultant or team facilitator enters and starts working with the group boundary from a normative frame of reference, for example, Theory Y. The group is the basic building block. The goal is
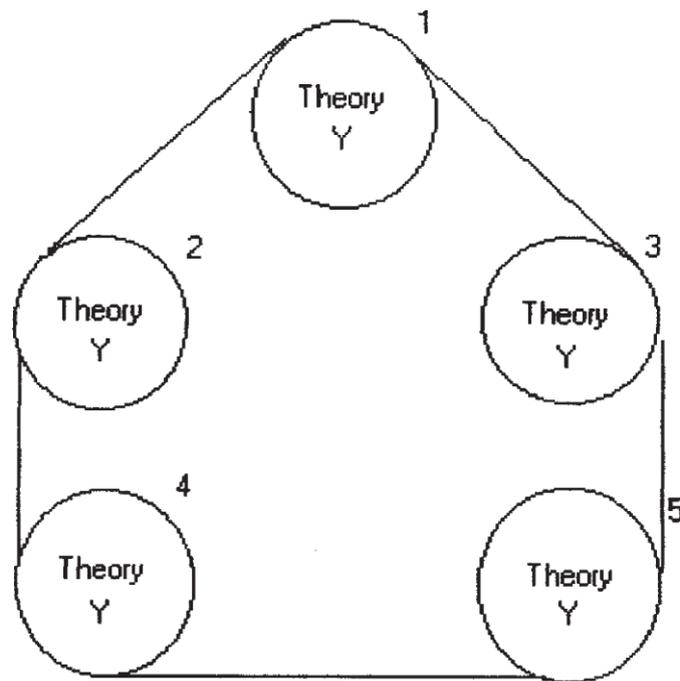
Figure 2. CHRD Goal.

that all group members will begin pushing in the same direction from a commonly held theory base and set of values, in this example, Theory Y. A vision of what a team "should be" is held by all, and the group works toward that model as a process objective. Figure 2 illustrates the end result of the Traditional team-building model.

At the other end of the continuum is the Authentic model. The Authentic approach to team building takes a different approach. It begins by working with the individual boundary as the basic building block. This means that each member is encouraged to become more clear about and more appreciative of how unique, rather than similar, each team member is from the others. Thus, member #1 becomes clearer about his being Theory X, member #2 more clearly Theory Y, and so forth. Even member #5 is encouraged to increase the present confusion in order that it may be experienced more fully and thereby lead more quickly to determine what is causing it.

Once individual team members are clearly differentiated, team construction occurs through developing linkages among the members from their respective positions. All things considered, a team composed of strong, differentiated individuals has a higher probability for task effectiveness than does one that is composed of people who are trying to be alike. The one similarity that is as critical for Authentic teams as Traditional is that everyone on the team is equally clear about and committed to attaining the team objective(s).
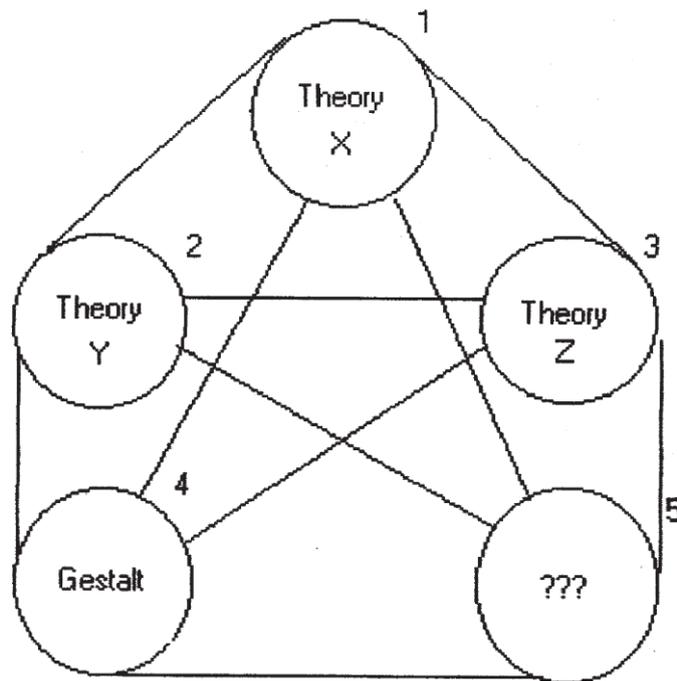
Figure 3. Gestalt Approach.

In contrast to the Traditional approach, the Authentic approach creates "snap-away" linkages that allow individuals to work in isolation or in different configurations of smaller groups or as a total team, depending on the task at hand. This linked individuality also allows members to enter and leave the team without significant negative impact on the team as a whole. That is, new members don't have to learn and adopt a "party line" but, rather gain acceptance by simply being more fully who they are. Figure 3 illustrates the end result of the Authentic team-building model.

Implications

Many Gestalt-centered consultants and facilitators advocate the use of the Authentic paradigm for all team-building functions regardless of generational identity. This is because it deals with people as they are, rather than how they "should be," and works from there. The Traditional view tends to take an optimistic view of people where the Authentic view is more pragmatic. When reviewing the results of the research and contrasting the values and options that separate Traditional fromAuthentic views, it seems that the Authentic team-building paradigm is much more suited to the Xers than is the Traditional approach. There is nothing wrong with either paradigm, and little can be gained by engaging in an argument about which one is better. It is rea-

sonable and consistent with the research findings, however, to assume that, on the whole, Boomers would more closely identify with the Traditional model and Xers with the Authentic. This assumption does present a problem in that it leaves us with a dilemma about what to do since most teams are made up of members of both generations.

The necessary, but not sufficient, condition is that, at the minimum, all team members tolerate the value system of the other generation. If that does not exist, it must be rectified before any progress can be made.

One example of how the basic tenets of Authentic management works is illustrated in how academic departments are managed in colleges and universities. In all honesty, it isn't reasonable to call any faculty a "team" because most faculties are stereotypically made up of independent experts, who have a strong penchant for autonomy and turf protection. As a matter of fact one classic definition of a university faculty is "a bunch of screaming anarchists held together by a common parking lot." For team building to be appropriate, the necessary but not sufficient condition is that there be a state of task interdependence. That is, for team building to be appropriate requires that the objective can only be met by people working interactively. This is rarely the case in most universities where the norm is that each individual faculty member design, conduct, and evaluate his or her own classes and research projects.

There is no established leadership style found in the university setting. They run from the most arbitrary and despotic to the most supportive and egalitarian. Those that seem to run best, however, encourage each member to focus on his or her strengths. That is, those who are excellent researchers get a teaching load reduction to allow them to focus on their research. Concomitantly, those who are excellent instructors may not have to produce the publications that their more erudite colleagues are required to do. Those who teach well but have little interest in research or community service frequently take on the committee work and assignments necessary to keep the infrastructure operating well. This type of organizing requires that differentiation precede integration. That is, before people can be assigned a role that maximizes their contribution to the overall objective, their talents, interests, and values must first be identified and honored.

There are no teams of university faculty; however teamwork does occur to a great extent within the "snap-away" structure illustrated in Figure 3. For example, two colleagues may collaborate on research, each bringing their respective skills to the task; several colleagues may choose to design and team teach a course; or three might even join forces to write a book. The department may act in total concert when going

through an accreditation process, all members contributing and coordinating their individual efforts to achieve a final objective. These examples are situational alternatives, rather than a response to the norm that says we all have to work together.

The common professorial stereotype is that each faculty member is a prima dona with a very delicate ego. To whatever extent this stereotype has any validity or not, faculties are certainly structures where conflict abounds. There are those personality differences that all working groups have, along with the political differences that affect each group member. Add to this the differences in philosophic and theoretic academic backgrounds, regardless of discipline, and you can see that this has to be an environment where values conflict, which is the source of most creativity. How this conflict is managed makes or breaks a talented department. Certainly, there is no demand that all members like each other, because that is rarely important and never possible.

In looking at how the Traditional team-building paradigm differs from the Authentic on a large scale and within the concept of team structures, one only has to look at professional sports. The most glaring differences are those that exist between the underlying values and practices of the National Football League (NFL) and those of the National Basketball Association (NBA) (Seabrook, 1997).

The NFL is the prototype of Traditional values. Players are almost anonymous. There are eleven men, all dressed the same way and wearing masks. They can only be identified individually by the name and number on their backs. Each player knows exactly what his role is and is expected to perform it, regardless of what has to be endured. Sacrificing for the good of the team is highly valued and almost every score is the result of players collaborating. Football mirrors the corporate ethic of the 1950s: "centralization, division of labor, doing what you're told" (Seabrook, 1997, p. 48). The biggest supporters of the NFL are the Baby Boomers.

The NBA is far more in line with the values of Generation X. While basketball is certainly a team sport, there is much recognition of individual contribution. There is a spirit of rebelliousness in the NBA that does not exist within the NFL. Superstars are supported and set up by the other team members, and individual performances are mostly what the game is all about. There is little "planned self-sacrifice" in basketball and self-sacrifice is not a strategic part of the game. "Today's sports marketing is about the face, the individual, the personality" (p. 47). In actuality, the NFL has been increasingly concerned by the growing lack of support by Gen Xers, who prefer the NBA, and have brought marketing experts in to see what can be done to reverse the trend.

From the Authentic position, it is expected that each individual team will be as unique in its characteristics, norms, and values as is each individual member that makes up the team. There can be no "magic template" or set of rules to follow that will guarantee success. There are some things to consider, however, when making choices about how to approach the team-building process in your organization.

Keeping in mind that the results of both studies pointed out that Generation Xis both more individualistic and more team oriented than the Baby Boomers, the following 10 suggestions may be helpful in constructing teams that can better accommodate both generations:

1. Xers will be less interested in "warm fuzzies" than Boomers. Don't force it on the Xers or deny it to the Boomers.
2. The Authentic paradigm will be more tolerant of the Boomer values than the Traditional paradigm will be of the Xer values.
3. Boomers tend to need the group identity but the Xers are more interested in the emergence of individual relationships. The team can provide both.
4. The Authentic model is more flexible than the Traditional one and is probably more suited to changing structures like project management or matrix organizations. Interpersonal issues are not the only thing to consider.
5. The opportunity to have fun on the job is really important to Xers and may be "catching" for the Boomers. Develop as much of it as you can.
6. Make working as an entire team a situational alternative rather than a norm. Some work may best be done in subgroups or by an individual.
7. Xers are more results-oriented than process-oriented. With Xers, deal with process issues in terms of how they impact the team's objective.
8. Not everybody on the team will like everybody else, no matter what you do. Make it safe for people not to like each other by only intervening in interpersonal relationships if they negatively impact the work.
9. Loyalty is a value for Boomers and a response to how one is dealt with to Xers. If the requisite amount of loyalty isn't there, find out what's happening right now to cause that.
10. Manage, rather than "resolve," conflict. Find ways to have disagreements stated openly and dealt with in a productive manner. Make it safe for people to be conflicted, so long as the conflict is managed in a way that does not threaten or demean individuals or negatively impact the work.

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