

**CALL FOR PAPERS – *Journal of Intergenerational Relationships*
The 21st Century Multi-Generational Workforce**

The 21st century workforce is characterized by an unprecedented mix of four, and sometimes, five generations working side by side in the workplace. This dynamic can be attributed to labor shortages in some industries and the rising average age of retirement among workers. The need among older adults to remain employed, part-time or full-time, can be motivated by financial need and/or a desire to remain engaged and active. By 2014, nearly one-third of the total U.S. workforce (32%) will be age 50 or older. At the same time, the fastest growing age cohort, those born between 1980-2000, comprise 25% of the U.S. workforce. In traditionally hierarchical organizations, employees in these age cohorts would be separated by positions of rank and status. Today, it is more likely that they will be working in a diversity of settings that require day to day interaction.

This special edition of the journal seeks to explore a broad range of topics to better understand the multi-generational workforce. For example: What are current best practices and models in management that are actually working to engage the different generations? - What benefits accrue from a multi-generational workforce on workers, organizations, families and communities? - How can age diversity provide intergenerational mutual benefits? - How do we reconcile the differences between generations of different ethnicities and culture as younger employees are increasingly non-white? - How do older workers feel about a transition to lower wages or part-time employment? What is the impact on work productivity and family dynamics of caring for family members? - What do workers from different generations need to maintain productivity on the job? - What is the impact of gender in the multi-generational workforce, specifically in terms of promotion, job security, income, and retirement? - Internationally how are other countries dealing with the multi-generational workforce? - What policies have been established and how do these match cultural norms and expectations? - What role does government play in managing the multi-generational workforce in different countries?

We encourage papers that explore all aspects of the multi-generational workforce including any factors that contribute to success of or pose challenges to managing and working in a multi-generational workplace.

In this special edition the **Journal of Intergenerational Relationships** (JIR) will include two categories of papers:

1. Scholarly papers focusing on research, policy, or practice.
2. From the Field papers that include program profiles, reflection essays, book and media reviews (adults' and children's), and discussion forums that provide contrasting position papers on key issues in the field.

Academic papers should be no more than 5000 words. From the Field articles should be 900-1400 words long.

JIR is the forum for scholars, practitioners, policy makers, educators, and advocates to stay abreast of the latest intergenerational research, practice methods, and policy initiatives. It is the only journal focusing on the intergenerational field integrating practical, theoretical, empirical, familial, and policy perspectives. For more information on the journal, go to <http://jir.ucsur.pitt.edu>.

PAPERS ARE DUE ELECTRONICALLY (in MSWord) JUNE 1ST, 2012 TO MAE MENDELSON.

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About the special issue editors:

Maeona Mendelson, Ph.D. – Mae is Professor of Intergenerational Studies in Residence at Chaminade University. She is a member of the Editorial Board of JIR. She has been the Executive Director of the Hawai'i Intergenerational Network. She serves on several non-profit and advisory boards, including AARP and the AARP Foundation.

Paul Roodin, Ph.D. – Paul is Professor of Psychology and Director of Experience-Based Education at SUNY Oswego. He is author or co-author of nearly 200 publications, conference presentations, and 8 books in the area of Cognitive Development and Aging. He has assisted more than 40 colleges in developing Intergenerational Service-Learning Programs. He serves on the editorial boards of 4 journals. His administrative experience at SUNY Oswego includes positions as Assistant and Associate Dean, Director of General Education, and Associate Provost.