



Three Generations, One Goal: Effective Communication and Conflict Management in Engineering Teams

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ABSTRACT

BACKGROUND & CONTEXT

In today's engineering workplace, up to four generations work together, bringing different viewpoints and communication styles, often giving rise to challenges in working effectively. Each generation is shaped by critical events, culture, and technology, which manifest in different approaches to work, values, behaviours, and communication. These differences can lead to conflict in the workplace, potentially hindering the success of a team.

PURPOSE OR GOAL

The research questions are: What are the perceptions of intergenerational conflict from the experiences of academic staff and students in engineering? What approaches could be used to manage these conflicts and improve team dynamics for organisational effectiveness?

METHODOLOGY

This study used a mixed methods approach to conduct a survey and interviews among students and staff with industry experience. The survey assessed communication preferences, conflict types, and generational differences. Interviews were conducted to provide qualitative insights into personal experiences with generational conflict. The study was approved by the Department Ethics Committee.

OUTCOMES

Thirty-seven survey responses were collected, and five interviews were carried out across three generations with Gen Z most represented. Data revealed that communication preferences were more aligned than expected across generations, with a preference for face-to-face communication. However, conflict occurred due to differences in work approaches, communication styles, and decision transparency.

CONCLUSIONS

Effective communication is key to managing conflict and leveraging the unique strengths of each generation. Suggested solutions for more effective teamwork include setting shared goals, engaging in regular, open dialogue, and conducting training workshops. Engineering teams can turn these generational differences into a source of innovation and organisational effectiveness.

KEYWORDS

Intergenerational, communication approaches, conflict management, teamwork, engineering projects.

Introduction

In today's engineering workplace, there is a diverse blend of generations working together, each bringing different values and communication styles. Each generation is shaped differently by history, culture, and technology, which often manifests in different approaches to work, communication, and problem-solving. These differences can lead to misunderstandings and tension in the workplace, which could potentially hinder the success of engineering teams (Burke et al., 2015).

Context and Theoretical Framework

Currently, we are seeing a workforce spanning four generations, thanks to improved healthcare, increased life expectancy, and the removal of retirement limits in many societies. The challenge with greater age diversity in the workforce is the communication and social conflict that can occur due to behavioural differences and differing interpretations (Burke et al., 2015). Therefore, age diversity in a work force may contribute to team performance but also be a source of conflict (Dencker et al. 2007).

On the positive side, the opportunity for innovation and creative problem-solving is also greater. This poses a challenge for engineering programs in higher education, which must continually evolve to address the societal needs expected of new engineering graduates.

Generations have been interpreted in different ways, and these interpretations are not always definitive. The seminal work by Mannheim (1952; first published 1923) sets some of the grounding and framework for defining and studying generations, which this study builds upon. Focusing more specifically on generational differences in organisational management, Pilcher (1994) builds on Mannheim's work, providing her commentary on generational differences in organisational management and highlighting their impact on workplace dynamics and leadership development. It is important to highlight that generational differences are not only time-dependent but also manifest through other factors such as experience, social structures, and cultural norms and behaviours. This reveals some of the complexity in defining generations—an area beyond the scope of this study but worthy of recognition, nonetheless. With varied definitions of what exactly constitutes a generation, it can be loosely defined as an identifiable group that shares birth years (and therefore age) and critical life events during their formative years that influence their values, thoughts, and behaviours (Iliev et al., 2019). For this study, we use the following widely used Western-centric definitions from Lancaster and Stillman (2002) to define the four generations currently in the workforce: Baby Boomers (1946–1964), Gen X (1965–1980), Gen Y or Millennials (1981–1996), and Gen Z (1997–2012). These definitions were chosen as they align with the location of the study.

Perceptions between generations plays a part in how they may show up at work. In an interview-based study exploring the work experiences of 52 Canadians between the ages of 25 and 86 years old, Foster et al. (2013) found younger participants saw older colleagues “lived to work” whereas older participants saw younger colleagues “work to live”. The study also identified the internal conflict one has in having a sense of belong with their peer-group versus reconciling the different attitudes of familial ties from older generations. While we are interested in work-based intergenerational conflict, this internal struggle can impact on how intergenerational teams may interpret behaviours (whether wrongly or accurately), which can lead to team conflict.

This is further supported by Burke et al. (2017), who posit that workers are predisposed to clashes stemming from differences in values, behaviours and identity. This implies that rather than objective differences at work leading to potential conflict, it's the perception of differences that may be a more significant causal factor to intergenerational conflict. Therefore, it is important to explore the perceptions of members of intergenerational teams on the areas that may cause conflict.

Hillman (2017) identified five areas of potential conflict: miscommunication, difference in work-life balance views, use of technology, leadership expectations and preferences on recognition and feedback. Therefore, this study will explore communication preferences, mediums used for communication and approaches to conflict resolution.

Research Questions

What are the perceptions of intergenerational conflict from the experiences of academic staff and students in engineering? What are their communication preferences? What approaches could be used to manage these conflicts and improve team dynamics for organisational effectiveness?

Methodology

A mixed-methods approach was used to collect quantitative and qualitative data, reflecting the two approaches outlined by Mannheim (1952). The quantitative approach involved a survey with twenty-nine questions (see appendix for survey). The survey questions were based on sub-topics identified through the literature review to explore three areas of intergenerational teamwork: communication preferences, technically oriented teamwork preferences, and conflict management. The survey also included questions on suggested ways to improve teamwork in intergenerational groups. Interviews were also conducted using key questions aligned with the three identified areas (see appendix for questions).

Recruitment was carried out through teaching and collaborative platforms: Blackboard announcements, MS Teams, and departmental email contacts. The inclusion criteria for participation were any student or staff member in mechanical engineering and design engineering programmes with work experience, preferably in the engineering sector. Therefore, staff and students were asked to reflect on their own work experience in the engineering industry or other sectors.

Results and Data Analysis

A total of thirty-seven survey responses were collected: thirty-three from Gen Z and four from Gen X and Y combined. Five interviews were conducted: three with Gen Z participants, one with a Gen Y participant, and one with a Gen X participant. Due to the low number of responses from Gen X, Gen Y, and Baby Boomers, only the Gen Z survey responses will be presented quantitatively. However, qualitative findings from the five interviews across Generations X, Y, and Z will be analysed. Key findings under each sub-topic are explained below. Note that Participant A = Gen X, Participant D = Gen Y (Millennial), and Participants B, C, and E = Gen Z. There was no participation from Baby Boomers, resulting in a narrower generational scope.

Typed notes taken during the interviews were reviewed, and a thematic analysis was carried out using open coding to identify key themes under each section: communication preferences, technical-based teamworking preferences, conflict management, and improvements for intergenerational teamwork.

Communication Preferences

When asked how important they consider formal communication (e.g., using titles and structured emails), 83% (27/33) of Gen Z respondents rated it as important or very important. The most preferred communication styles were “direct and concise” (42%) and “friendly and inclusive” (30%), with only 9% favouring informal and casual communication. Additionally, 85% (28/33) of Gen Z preferred in-person meetings in combination with other communication methods.

Regarding conflict arising from communication, only 12% cited generational differences in language use. The remaining 88% attributed conflict to miscommunication, lack of clarity, lack of feedback, or a combination of these factors.

Communication preferences varied among interviewees. Participant B (Gen Z) preferred email, while Participant C (also Gen Z) preferred face-to-face communication, explaining that “emotions and tone of voice cannot be conveyed through emails.” Participant A (Gen X) also preferred face-to-face communication, noting that emails can “miss something out and mean something else compared to in-person meetings.” In contrast, Participant D (Gen Y) preferred emails first, followed by face-to-face meetings and then messaging platforms, describing email as “the professional way of communication” and “direct and quick.”

However, Participant D also noted that communication styles must be adapted across generations, as “details can be unintentionally missed in an email,” which one generation might understand while another might not. Although they preferred Microsoft Teams during COVID, Participant D now finds that online meetings lack engagement, stating, “people do not pay attention,” and therefore now prefers face-to-face meetings.

Participant B (Gen Z) mentioned that older generations sometimes struggle with using Microsoft Teams or setting up tasks online, which can lead to conflict. Regarding face-to-face communication, Participant C (Gen Z) described older generations as “more formal” and said it was “impossible to have a joke” with them, whereas with younger generations, face-to-face communication is more relaxed and informal. These interview insights from Gen Z contrast with the survey results, which showed a preference for formal communication.

Participant A (Gen X) expressed concern about the expectation of “immediate responses” to emails from younger generations, which is often unrealistic. They noted that students expect quick replies to emails, which are not always suitable for urgent communication. Participant A also commented that younger generations are “addicted to their phones,” acknowledging both positive and negative aspects of this behaviour.

Technical-Based Team Working Perceptions and Preferences

When asked how they feel about working with people from different generations, 94% (31/33) of Gen Z respondents reported feeling either neutral, comfortable (48.5%), or described it as challenging but rewarding (45.5%). Only 6% (2/33) found it frustrating. The generational group Gen Z reported struggling with the most was Baby Boomers (46%, 15/33), followed by their own generation (27%, 9/33).

Gen Z participants reported using a variety of communication methods for technical discussions, with the majority preferring in-person meetings, emails, and phone calls. This preference was consistent with responses from Gen X and Y participants, showing that there is a shared preference to technical communication.

Conflict Management

When asked whether generational differences contribute to team conflict, 52% (17/33) responded “no” or “rarely,” 30% said “yes” or “maybe,” and 12% were unsure. Regarding the types of conflict experienced, 30% (10/33) cited differences in work and leadership styles, 24% mentioned work-life balance, and 21% pointed to miscommunication. Only 15% (3/33) mentioned differences in technology use, and another 15% cited feedback on work. When addressing conflict, 73% (24/33) preferred to resolve issues directly and in person. Only 6% relied on email or messaging, and another 6% typically ignored the issue.

Interview data provided further insights into these conflicts. Participant B (Gen Z) described a situation where a joke made by a younger team member was not well received by an older colleague, leading to conflict that was resolved through open discussion. Participant A (Gen X) described conflict with an older colleague who lacked team ethic, was “selfish,” and engaged in “gatekeeping information.” This issue was more related to power dynamics between junior and senior roles, which can intersect with generational differences but are not exclusively defined by them.

Based on both survey and interview data, conflicts were categorised into four general areas:

- Work-life balance and work styles

- Communication preferences and interpretation
- Leadership competition and power dynamics
- Decision-making, management, and transparency

Suggestions on Improving Intergenerational Teamwork

More than half (55%) of Gen Z suggest team-building activities and 24% suggest regular training workshops. Two-thirds (66.7%) believe that training programs are effective or somewhat effective; however, 21% consider them useless. Regular weekly meetings were suggested to improve communication issues (79%), with the remaining either suggesting daily or fortnightly meetings.

From the interviews, Participant B (Gen Z) said that “meeting up as a group outside of work” can improve communication skills and build a community. Participant C (Gen Z) believes that the best method is to hold a “training event” so everyone can get to know each other and “understand their likes and dislikes,” allowing each person to understand preferences and reduce conflicts. Participant E (also Gen Z) said that “a balance of both emails, Teams, and face-to-face meetings” can improve intergenerational communication and reduce conflict because “every generation can be included.” Participant A from Gen X highlighted keeping boundaries for a healthy work-life balance and believes that emails should not be sent after working hours so they can have “free time” and consolidate their thoughts [in their own space]. Participant D (Gen Y) emphasized documentation and believes that it is best to keep track of all communication so that everything can be clarified because “without clarity, conflict can occur.” From these interviews, we noted a difference between the generations, with Gen Z preferring training events and group meetings (i.e., relational activities) to improve communication and reduce conflicts, whereas Gen X suggests setting healthy boundaries with working hours and Gen Y emphasizes documented communication to reduce conflicts and improve communication.

Discussion and Findings

The aim of the study was to analyze the perceptions of engineers on working in intergenerational teams. The study was carried out with students and staff in an engineering school to facilitate access and data collection. The largest response from the survey was from Gen Z (1997–2012) with 33 responses. Due to the low number of responses from older generations (Gen X and Y = 4 responses) and no Baby Boomers, the study was limited to three generations with a heavy skew toward Gen Z. Therefore, subsequent conclusions are tentative and will require further study. The quantitative analysis focused on the perceptions of Gen Z, and the qualitative analysis from the five interviews was used to evaluate all three generations (X, Y, and Z). These analyses were used to reflect on how these findings could be used to implement teaching strategies in engineering programs in higher education to help develop teamworking skills in intergenerational teams.

Some group conflict, specifically task conflict as opposed to relational conflict, is necessary for effective productivity and innovation (Costa et al., 2015). Therefore, learning to manage rather than eliminate team conflict can be more beneficial and sustainable for the team. Our study highlighted four potential areas of perceived conflict in intergenerational engineering teams: Work-life balance and work styles; Communication preferences and interpretation; Leadership competition and power dynamics; Decision-making, management, and transparency.

The first was on work/life balance or styles of work. Studies have shown that generations after Baby Boomers (Gen X onwards) started to pay more attention to work-life balance and rate the importance of achieving good work-life balance highly compared to their previous counterparts (Neville et al., 2020; Iliev et al., 2019; Parker, 2007). Our study corroborates this, as our interview with Participant A (Gen X) highlighted the importance of setting work boundaries with personal time (e.g., no emails outside of work hours). Gen Z also prefer improving relations through informal interactions, which contrasts with the older generations who are more work-oriented (with emphasis on Baby Boomers although no participants were

included in our study). Both Gen Z and Y prefer more formal communication, such as emails, specifically for clarity and documented evidence. The work by Costa et al. (2015) highlights the negative impact of relational conflict on the effectiveness and performance of the team. Therefore, their study supports the idea of improving relations in a team to reduce conflict, but they also suggest task-related conflict is less detrimental to the team.

A second area is communication preferences and interpretations. Our quantitative results on older working generations are limited and therefore cannot be compared to Gen Z. However, interpreting the responses from Gen Z shows that within this generation, there is also a difference in communication preferences. In this generational group, they were almost equally split between 'friendly and approachable' communication versus 'direct and concise' communication. With these opposites, it could be a source of conflict within teams due to perceptions of abrupt or rude responses from one group and the frustration of unclear or verbose communication from another. Bratina (2019) studied mobile phone use among Gen Z students training in teaching (note: mis-labelled as Millennials in paper), finding 93.5% use mobile phones as their primary communication method and prefer texting over voice calls. However, 59.5% still preferred personal direct communication with those close to them such as loved ones. Therefore, these differences in communication response preferences may be a consequence of other factors within a generational group that are not necessarily age-related, such as social conditioning, wider technology adoption and different cultural norms.

The third area highlighted was competitive leadership, which is not necessarily age-related but often is highlighted through generational gaps where seniority and experience create different balances in power dynamics. A good example was highlighted from the Gen X interview, where a manager was gatekeeping everything, hindering the team and their progress.

The fourth area was decision-making, management, and transparency. This did not reveal intergenerational differences; however, it highlighted a preference for all engineers toward face-to-face communications, particularly for technical work and conflict resolution. Although this was not highlighted as a difference, the authors considered this an area of potential conflict, as it is often wrongly perceived that younger generations, particularly Gen Z, prefer remote communication. This study highlights the contrary, and in fact, the preferences across generations are more aligned than most people perceive. This is the case specifically for technical communication and conflict resolution.

In fact, the interviews, which allowed for deeper investigation, revealed several overlapping views shared across the three generations on communication preferences and conflict-resolving approaches. It is possible that intergenerational conflict may be more accurately attributed to individual differences (e.g. in values, behaviours and identity) and therefore conflict may be subjectively perceived as generational rather than based on an objective reality. This was suggested by Urick et al. (2017), who highlights subjective perceptions built from stereotypes as a significant driver of intergenerational conflict. The study builds on social identity theory, where people self-identify into groups based on similarities and identify those outside the group based on differences. Generational groups appear to follow this theory in work settings, however, due to the intersectionality of the cohort in this study (and workplaces generally), race, ethnicity and other factors, may play an important role. Therefore, self-identity relies on what the prevalent feature or characteristic individuals will hold as most important. This makes findings on the effect of age diversity on performance and conflict tentative and will require an expanded study to explore further. For example, Dirks & Ferrin 2001 in a critical review of the literature on trust in the workplace found a complex link between trust in intergenerational teams and other factors such as performance outcomes and level of policy structures (including rules, code of conduct etc) in organisations.

There are several limitations to this study that must be noted. Firstly, the sample size was small for Gen X (1965–1980) and Y (1981–1996), which does not give a holistic representation of these older generations. Consequently, the analysis focused largely on the perception of generational conflict from the perspective and experience of Gen Z (1997–2012). Expanding

the sample size for the older generations would offer better insight into the generational differences from their perspectives.

Secondly, the sample group was limited to staff and students in a university. Most of this sample size were males, and all interviewees were male. Although the experience of working in industry is limited to student placements or limited industry experience, some students and all staff were able to reflect on their work experiences in industry, with one staff member reflecting on over a decade in industry. Despite this limitation in the study cohort, the thematic findings are corroborated by Hillman's 2017 paper reviewing four generations to understand intergenerational work conflict resolution, who found communication, differences in work-life balance views, leadership expectations and feedback expectations as key areas of conflict. These findings align very closely to the thematic areas identified in this study.

Thirdly, this study covers several topics relevant to intergenerational teams, which should be studied in detail. However, as a scoping study, the outcomes of this study give a general overview to explore further, particularly shedding light on areas of teamworking skills that can be developed in engineering programs.

Recommendations & Future Work

This work presents as a pilot research study that provides insights into our research question and will help inform a broader study with a more balanced representation across groups. Based largely on Gen Z perspectives, this study suggests three key areas for engineering workplaces to focus on to improve intergenerational team dynamics:

1. Teams should emphasise their aims and goal setting in team-based projects.
2. Teams should hold regular meetings to improve communication, using multiple forms of communication and focusing on documentation and clarity regarding decisions made and their rationale.
3. Workplaces should organise regular team-building activities or training workshops. Support will help develop communication, technology-awareness, and other interpersonal skills.

These recommendations aim to enhance communication, mutual understanding, and conflict management to achieve team and organisational effectiveness.

Future work will involve a broader study to support the validity and reliability of the findings presented here. Additionally, it will explore the development of an effective learning activity within an engineering programme, based on the outcomes of this study. This activity will serve as a priming exercise for students before they embark on work placements in engineering workplaces.

Conclusions

The aim of this research was to determine the perceptions of up to four generations regarding their experiences working in intergenerational engineering teams, focusing on conflict management and communication approaches. The study also explored how intergenerational team conflicts could be minimised and communication improved in engineering workplaces. From the interviews and surveys conducted across three generations, with Gen Z being the most represented, we found that face-to-face communication is the most preferred method among all age groups in the study. Intergenerational conflict can arise for various reasons, with miscommunication and lack of clarity being the most common causes across all generations. To mitigate these conflicts, clearly emphasising team goals, holding regular meetings, and ensuring transparent communication regarding decisions are recommended strategies to improve workplace communication and reduce conflict.

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Appendix:

Survey of 29 questions:

1. What year group were you born in?
 - 1946-1964
 - 1965-1980
 - 1981-1996
 - 1997-2012
2. What is your preferred method of communication in a engineering setting?
 - Face-to-Face
 - Emails
 - Instant Messaging Apps (WhatsApp etc...)
 - Phone call / Video call
3. What type of communication do you find most effective during team discussions?
 - Formal Meetings / Open communication
 - Presentation
 - Updates through messages
 - Collaborative virtual platforms (Teams/ Blackboard etc..)
4. What is your comfort level with using modern collaboration tools (e.g. Microsoft Teams)
 - Very comfortable
 - Somewhat comfortable
 - Neutral
 - Somewhat uncomfortable
 - Not comfortable
5. How do you prefer to share project updates with your peers?
 - Detailed written reports
 - Emails
 - Verbal updates in meetings
 - Virtual meetings (Teams etc...)
 - Quick messages (e.g. Teams, Slack...)
 - Other social platforms (e.g. WhatsApp, iMessage etc)
6. Which form of conflict resolution communication do you prefer?
 - Private one-on-one meetings
 - Group Meetings
 - Mediation discussion with a mentor or leader
 - Over the phone
 - Ignore it
7. How important is formal communication (e.g., using titles, structured emails such as addressing person and signing off e.g. kind regards)?
 - Very important
 - Somewhat important
 - Neutral
 - Somewhat not important
 - Not important
8. What type of communication style do you find easiest to work with?
 - Formal and structured
 - Direct and concise (to the point)

- Friendly and inclusive (explaining)
- Casual and informal

9. What communication style do you prefer for in depth technical discussions?

Please select 2 options.

- In person meeting
- Phone or video call
- Email
- Messages such Teams and Slack
- Social Media

10. How often do you experience communication-related conflicts in the engineering industry (Can be at university as well)?

- Frequently
- Occasionally
- Rarely
- Never

11. What is the most common source of communication conflict that you have experienced or seen?

- Miscommunication
- Generational differences in language use
- Lack of clarity / Feedback
- Resistance to new ways of communicating (e.g. Teams)

12. When conflicts arise, how are they typically resolved within your group?

- Face-to-face discussion
- Leave it unresolved
- Use a neutral person (friend) to resolve
- Over the phone/ messaging

13. Do generational differences contribute to conflicts in your team?

- Yes
- No
- Frequently
- Rarely
- Maybe
- I don't know (several factors at play)

14. Which type of conflict is most common in your team?

- Differences in the uses of technology
- Feedback in your work (improvements)
- Work life balance (e.g no contact after certain hours)
- Difference in workstyles and leadership
- Miscommunication

15. How do you feel when working with people from a different generation?

- It's challenging but rewarding
- Neutral
- Frustrating
- Comfortable and collaborative

16. What is the biggest challenge you face when communicating with other generations?

- Understanding their preferred communication style
- Adapting to their technological preferences
- Overcoming differences in opinions

- Building mutual respect
 - Understanding their experiences
17. When conflicts occur, how do you typically address them?
- Directly with the people involved
 - Through a supervisor
 - Ignoring the issue
 - By emailing / messaging the person
18. Which generational group do you find the most difficult to communicate with? (Year they were born in)
- Baby boomers (1946-1964)
 - Generation X (1965-1980)
 - Millennials (1981-1996)
 - Generation Z (1997-2012)
19. How do you handle disagreements on the use of technology?
- Open discussion with the people involved
 - Asking the supervisor/ Leader
 - Everyone uses their own preferred tools
 - The conflict remains unresolved.
20. What initiatives do you believe can improve intergenerational communication?
- Regular training workshops
 - Team- building activities (group work)
 - Emphasizing shared goals
 - None of the above
21. How effective are training programs in bridging communication gaps?
- I don't know
 - Effective
 - Useless
 - Somewhat effective
22. Which training topic would be most beneficial to resolve communication gaps/conflict?
- Technology training
 - Active listening and empathy
 - Conflict resolution skills
 - Understanding the communication style each person prefers
 - Case study scenarios
23. What tool or platform do you think is most effective for multi generational collaboration?
- In-Person discussion
 - Email
 - Online platforms (Blackboard/ Teams)
 - Phone call
 - Social media
24. How regular should teams meet to avoid communication issues or gaps arising?
- Daily
 - Weekly
 - Fortnightly
 - Monthly
25. What type of hybrid communication strategy would work best in engineering settings?
Please select at most 2 options.

- Formal meetings
- Written feedback
- Using a variety of digital platforms
- Adapting to generational preferences over time
- Real time updates (Messaging)
- Informal discussions
- Emails

26.How often should training workshops on generational communication be held?

- Every week
- Every month
- Every year
- Never

27.How well does your team align on shared goals?

- Extremely well
- Somewhat well
- Somewhat not well
- Extremely not well

28.What is the best way to celebrate team success?

- Formal recognition events
- Casual team lunches or gatherings
- Sharing achievements digitally
- Private recognition

29.What would you suggest to improve communication across generations in your workplace?

- More regular meetings
- Frequent communication workshops
- Set standard of technological tools
- Encourage informal discussions between all generations

Interview questions

There are four different generational groups Baby Boomers born in 1945-1964, Generation X born in 1965-1980, Generation Y born in 1981-1996 and Generation Z born in 1997-2012.

- 1) What generation group do you belong to?
- 2) How do you prefer to communicate within your academic or professional environment (e.g., email, face-to-face, messaging platforms)? Can you share any examples where this preference has either made it easier or harder with to communicate with other generations?
- 3) In your experience, what are the main challenges of working with individuals from different generations in terms of communication styles? How have these challenges been addressed, if at all, in your teams or groups?
- 4) How do you prefer to receive feedback on your work or academic projects? Have you experienced differences in feedback styles across generations, and if so, how did you navigate them?
- 5) Can you describe a situation where a communication-related conflict arose between different generations in your group or workplace? What steps were taken to resolve the conflict, and were they effective?
- 6) How do you think technology impacts communication between you and your peers? Are there specific tools or platforms you find particularly effective or challenging when working with other generations?
- 7) What strategies or initiatives do you think could be introduced to improve intergenerational communication and reduce conflicts? Are there any existing programs or practices you believe are effective?